

a b d e f g h y J k l m

THRTEN LCTURS,

A NW, SUPPORTING SYSTEM OF

JNRL & LIBRL EDUCATION, FR BOTH SXS, ESPSLV FEMALS.

TO WHICH IS ADD,

ANESA,

Applying this System to the Education of a State or Nation.



INDUSTRY

In wth & sth of lair rth of skil,
I wth b busy to,
Pr wth finds som mischif still
Pr idl hands to do.

How did the hill hug her,
Impostor! and shining on her,
And givin' honey at the th'ir,
From every opening flow'.

Also, SOM STPS FR LITRRY REFORM, as,

1. Observations on the Old Alphbt.
2. A Mmorial to Congrs, on Rformng the Ritng of English.
3. Thre d̄rat d̄gres of Rform.
4. A Remodld Alphbt of 23 Old Ltrs, & 17 Nw, 40 in al,
one fr each sound.
5. Tn Redng Lsns in the Nw Alphbt.

BY EZEKIEL RICH,
A Minstr of the Gospl, & an Educatr, of Rochstr, N. Y.

ROCHESTER:

Printed by Shepard & Reed, over 20, 22 & 24 State-Str.

J A B Q L C  Undr the ltrs, old r nw, ar plasd the nams & apropriate sounds—40 in al.



Old Ltrs. { a b d e f g h y J k l m
 ae be de e se ge he ie je ke le me

NW. Nolj & Vrtu: Liberty & Hapns.

THR TEN LCTURS,
 ON
 A NW, SLF-SUPPORTNG SYSTM
 OF
 JNRL & LIBRL EDUCATION,
 FR BOTH SXs, ESPSLV FEMALS.

TO WIIICH IS ADD,

AN ESSA,

Aplyng this Systm to the Education of a Stat r Nation.

a-at

äh

o-on

o-oh

u-uh

e-eh

i-ih

öh

How doth the litt busy be,
 Improv ech shinnig our,
 And gather honi at the da,
 From evry opening flowr.

How skilfully sive bldis hr sl;
 How neat she sprds the wrx
 And labrs hard to stor it wl
 With the sweet fod she maks.



INDUSTRY.

In wrks of labr r of skil,
 I wud b busy to,
 Fr sain finds som mischf stil
 Fr ill hands to do.

In hoks & wrk & lithful pla,
 Lit my first years b past,
 That I ma giv fr evry da,
 Som good account at last.

Also, SOM STPS FR LITRRY RFORM, as,

1. Observations on the Old Alphbt.
2. A Mmorial to Congrs, on Rformng the Ritng of Englsh.
3. Thre dfrat dgres of Rform.
4. A Remodld Alphbt of 23 Old Ltrs, & 17 Nw, 40 in al,
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TO THE REDR, CONSRNNG A NW ALPHBT & ORTHOGRPHY.

Tho much mor on this subjet is sd ner the clos of the bok, se paj 213; yt somthng shud b sd hre. Fr varius resns I hav plasd, as a bordr, on the titl-paj, my remodld alphbt of 40 ltrs, 23 old & 17 nw, as good ones to do fr the prnt, as I culd obtan without the xpns of nw typs, ech havng its nam undr it, as ner its sound as posbl. I hav fr euphony & conveniens altrd som of the old nams; & the shaps of *i* & *j* to say the troublsom dots; & that of *t* also in ritng, to sav the top-cros. The nw ltrs, 11 vowels & 6 consonnts, ar plasd by thmslvs, aftr lrnng which, yu can read in the nw alphbt.

In my projet fr reformng the ritng of our languj, *I tak. thre stps.*
1. Throwng out the usls ltrs, as, by difrnt dgres, in this bok; 2. Introduusng my nw alphbt; 3. Usng othr carctrs & abrviations.—Fr illustration se the folowng sntns put down with the sam wrds, in four difrnt shaps, the ltrs in ech being numbrd.

The old mthod.—Well, neighbor Hughs, I have the greatest pleasure in observing that your cough is less, and that you breathe easier; therefore be much encouraged and cheered. 129 ltrs.

Frst stp in rform.—Wl, neibr Hus, I hav the gratst plsr in ob-srvng that yur cogh is ls, & that yu breth esier; thrfor, b much en-crjd & cherd.—91. Hre 38 ltrs, which hav bn a brdn & a clog, ar, without injury to the redng, thrown out; much ovr $\frac{1}{4}$.

Second stp.—wl, nbr huz, y har l gratst plbr 3n qbsrvx lat yur kaf 3z ls, & lat yu brez ez3r; trfor b mac enkrjd & cerd. 78.

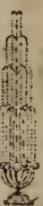
Thrd stp.—wl, nbr huz, y hv l g1 plbr 3n qbsrvx lt yr kaf z ls & lt u brez ez3r; lf b mc nkrjd & cerd. 63. In this short sntns, 66 ltrs, which hav bn a vast evil, mor thn haf, ar prevntd!



The Strength &
Majesty of



Good Lung &
Good Carctr.



Entd acrdng to act of Congrs, by EZEKIEL RICH, of Rochstr, in the yer 1848, in the Clks Ofis of the Dstrct Cort of the Northrn Dstret of Nw Yrk.

RECOMMENDATIONS.

This book contains things new and interesting in the concerns of Literature and General Education, and we wish it to be read and thoroughly considered, especially by parents and all other teachers. Rochester, N. Y. 1848.

N. E. PAINE, Esq., Pres't of
City Board of Education.

A. MANN, Esq., Edtr of Daly
Amren, late Pres of sd Board.

A. G. HALL, Pastor 3d Pres-
byterian Church.

C. DEWEY, D.D., Principal of the
Rochester Collegiate Institute.

S. SEAGER, late Principal of the
Genesee Wesleyan Seminary.

JAMES B. SHAW,
Pastor Brick (Presb.) Church.

P R F S.

I dsin to throw out from this bok *al usls ltrs*, embrasng *most* of the silnt ones, *mny* that ar vry obscur, & *al that ar implid amidst othrs*.—Mny ltrs in thmslv̄s without sound must, in this frst staj of rform, b rtand to inform us how othr ltrs ar soundd, as *a* in boat, *h* in liht, & *e* in surely. In this last wrd the silnt *e* is nesry to tl us that the *u* is long, & that the *s* has the sound of *sh*.—I shl use non of my nw ltrs til I com to the sd redng lsns ner the end of the bok.—I shl employ *r* fr *or*, *nr* fr *nor*, & *fr* instd of *for*; thn fr than, & thr fr their.

J is usd fr vocl *g*,
So is *s* fr hisng *c*.—

I omit *e* twis in *these*.—Yu wil fr the prsnt find both me & my printrs trnsgrsng, in mny & difrnt cases, *my own ruls*, shoing the dfculty of quiting, at ons, *old habits*. But I am amng at prfct conformity to the ruls of this frst dgre of rform, consistng in throing out al usls ltrs. Yu wil find me near this in the thre last lcturs, & the sd Esa.

Erly in my last yer at Colj, mor thn 40 yers ago, I bgan to realiz the nssty of a radclly improvd systm of education, espesly fr femals, & of cors to look around, & cast abrod, fr fundmntl prinspls & artcls fr such a systm. Ths erly imprsons, aftr so mny yers of ocasonl clos thot & anxius xprmnt, amidst mny othr cars & labrs, & a host of intruptions & sver afflictions, hav at last rsultd in the production of this bok, & this nw & peculir systm of education bfor yu.

I am not so vain, howvr, nr so ignrnt of mn, nr of the caution of Anglo-Saxns, & Anglo-Amrcns, as to imajn they wil jnrlly adopt of a sudn ethr of my chef radcl projcs, the minr, *litrry*, & the othr, *educationl*. But I hav a strong conjectur, that as liht shl incres, the jnrl good soht, resn & crj prval, evry ajtation & strugl fr radcl improvmnt wil drct the bias of the publc mind twards the main provisons of both ths projcs. This sustans me in my hard labrs, & the cruel nglct & drison, scorn & prscutions which hav bn almost daly my bitr portion. Howvr I dsir & evn hope that the bok wil b atntvly rd, & canddly & thruly considrd by parnts, & othr techrs, & frnds of Jnrl Improvymnt, as rqusd by som eminnt mn.

THE TITLS, CONTNTS, & INDXS OF THE THRTEN LCTURS.

LCTUR I. INTRODUCTRY.

THE FORMATION OF CARCTR FR USFLNS, ORN & HAPNS THE OBJCT OF AL EDUCATION, Paj 9. The morl qualts of this carctr, 10. Its stabiltiy & symtry, 15. Its efisnsy, 16. Its wrth, 17.

LCTUR II.

THE ORJN & PROGRS OF THIS SYSTM, 19. Som peculir insdnts of my lif produsd its chef prinspls, 19. The objcs amd at, 22. *Three distinct mods of apling the Systm*, 23. The frst atmpts at the union of orl instruction with productiv labor, 24. Rslt of six yers xprmnt, 24. Tstmonials, 27.

LCTUR III.

ORL INSTRUCTION.—Languj in jnrl, 30. Posbl mods of languj equl in numbr to our xtrnl snss, 30. The superir advantjs of orl instruction, 31. The comparty efisnsy of it, 32. Stil ltrs ar of imns use, 33. But childrn shud not b hrid into them too soon, 34. Lov to orl instructions is a deep prinspl in humn natur, 34. Facs statd, 34. Propr mnr of using orl instructions, 35. Unittd with labr lsns fatig, & increass the rapidty of both, 36. Mals shud hav btr prparation fr the compny of industrius femals, 38. But this union of labr with lrnng shud not b constnt, nr too much, 39. Spsfc profs of the bnfits of this union, 40.

LCTUR IV.

THE VARIUS ADVANTJS OF THIS SYSTM OF EDUCATION, 41. It has du rgard to proportion, 42. It ads to real strlng lif, & to physcl efisnsy, 43. Its *gnrlns* agmnts its wrth, 43. It fits its sub-jcs to tech & educat othrs, 45. It is the only systm which can b purly dmocrate, r rpublen, 46. Its nssry mods of living incres its valu, 47. It tnd to prvnt among yung pepl, idl & eruptng con-vrsation, 48. It is foundd on the dictats of natur & the Bibl, 48. It gvs oprtunty to yung prsns to gt into the busns fr which natur & Provdns dsind thm, 49. It embrass the valubl parts of othr systms, 49. It is peculirly a chartbl systm, 50. It can b esly put in op-ration, kpt good, r discontinud, 51. It has a vry awaknng influens on the mind. 51.

LECTUR V.

THE APLICATION OF THIS SYSTM PRTCLRLY TO FEMAL EDUCATION, 52. Dfcs in the formr & usual mthods, 53. The xpnses too grat fr the mas, 53. The tim alowd too short, 55. Falir in domstc phylosphy, houshold afars & many importnt femal trads & occupations, 56. A rglr cors of femal education fr elvn yers markd out, 56. Domstc matrs, daryng, &c., frst introduasd into public xaminations, Oct., 1836, 62. The physcl dptmnt has bn nglctd, 62. The old mthods of librl femal education ar liabl to ras too hi xpctations fr this lif, in the minds of yuth, 63. They hav not produasd suffnt frmns & stdns of purpos, nr stablty of caretr, fr this channg wrld, 64 & 65. They hav not ld to improvments, nw in-vntions, & usful projcs, 66. But al ths dfcs find thr rmdy in this systm, 67. My own mothr & my fostr-mothr, 68. This systm of education keeps woman in hr propr spher, & ther maks hr usful, onrbl & hapy, 69. Its birth-plas ;—its ams & ends, 69. An ode on femal improvmt, 70.

LECTUR VI.

THE DOMSTC FASON OF THIS SYSTM, 70. The orjn & constitution of famls, 71. The varius domstc ligamnts, 72. Mankind shud al b gathrd into isolatd & wl-ordrd famls, 73. No systm of asosiation that dsalows the sacrd & rlijus ordnns of marj & isolatd family condition, subordination, & education, is foundd in the natur, stat, & caretr of mn, nr is dstind to ethr prosprrty r prptuety, 73. The stremes of sxual vis can b stopd only by proprrly prparng yung femals in thr education fr erly marj & subsqnt habitual & hapy dwlng with thr husbnds, 74, 75. Ordr in a famly rquirs a hd, 76. The chef femal r mothr, is also of vast importns, 76. Hr propr caretr, 77. Hr apropriat busns, 77. Som infrnss from what is abov, 78. As this systm is of domstc mold, it is prpard to produs domstc improvmt, espesly in govrmnt, rlijn, manrs, languj, & busns, 79, & onwrd.

LECTUR VII.

THE DOMSTC PRPRATIONS & INTRNL MANJMNT OF AN INSTTUTION UNDR THIS SYSTM, 84. Fr femals only it shud hav thre distinct locations; the six frst yers in the cuntry; the thre next, in a larj vilj, r in a sity; & the tw last, ner som rspectbl & wl-rgulatd colj, 85. Fr both sxs, a farm, & the intrnl aranjmnts & econ-omy fr a hndrd inmat pupls only, dividd into fiv class r famls, ar nssry, 85. Sabth aranjmnts & busns, 88. Dvotionl musc, vocal & instrumntl, shud be much usd, 88. Recration, rst, mels & family wrship, 88. Clothng & lojng, 89. A propr systm of diettes,

90. A rglr cors of lrnnng laid out, 91. Mutual instruction, 91. Economy of tim & labr, 92. The nssty of a radcl remodlng of our alphbht & orthogrphy, 92. Only one knd of lrnnng at ons in the sam rom, 93. Propr tretmnt, by the pupls, of parnts & of ech othr, 93. Propr dspln from just motvs, 94.

LCTUR VIII.

THE APLICATION OF THIS SYSTM, ESPSLY TO MAL EDUCATION, 95. As the difrnt sxs wr made fr ech othr, & ar dstind to dwl togthr, they shud b educatd togthr, 95. Al mals of our ras ned the varius frnts of a good, vrtuous & efisnt femal influens in the formation & prsrvation of carctr, 96. Dfisnss in the old systm of mal librl education, 96. On acount of its xpns, the midl & ls opulnt class hav in grat msr bn xcludd, 97. Ther has bn grat dfisnsy in the physcl, morl & ornmntl dpartmnts, 98. Dfisnt in slf-education & slf-dretion,—fr weit & stblty of carctr, 101. Do not allow tim enugh to form good & prmnnt habts of thinkng & actng, 101. A rglr cors of mal-education fr elvn yrs, markd out, 102. Ther has bn grat lak in the afars of jnrl nolj, periodcl redng, & educationl jurnyng, 105. Also, in the politcl consrns of a rpublcn nation, in sivilzation, the rlations & obligations of lif, in the propr tretmnt of femals, of a family, & of the publc intrsts, 105. Al ths dfisnss, hre find a rmdy, 106.

LCTUR IX.

MTHODS OF TECHNG IN THIS SYSTM, WITH SOM SPSMNS, 106. Much orl instruction is usd, 107. Evry thng taut is made plain & esy, 107. Languj taut erly, much, & acurtly, 108. This systm combins the varius good, naturl, rationl, usful mens of gvng & rsevng instruction, 109. The manr of instructng the fiv dfrrnt class, with varius spsmns of techng, 110-117.—Note. The rmanng four leturs ar composd of xtracs from my bok of isolatd rmarks on matrs within the provns of Education.

LCTUR X.

ISOLATD RMARKS; Man a cretur of education, not of mer instinct, lik othr anmlls; techrs ar asistnt parnts; the frequent chanj of techrs a grat evl, 118. The use of orl instruction wud ras the carctr of techrs, 119. Svn othr grat evls to b rmovd. This systm pro-mots diljns & enrj of carctr, 120. Voluntry scols miht b formd in any plas, 121. Outlins of a slfsportng smnry, 122. In this systm, musc is a grand asfir.—This systm corcts mnny educationl errs, 123.

LCTUR XI.

ISOLATD RMARKS, CONTINUD. An education fr livlhod & usfulns in a fre rpublen country, is frnsd. Bgin sml & incres to a hundrd only, 128. Frst mod of the systm, a substut fr comm scols, 129. Vry wl agres with agricultur, espesly in hi lattuds, 130. The yung shud erly ln the bnfit of thr own industry. Intltctual education, 132.

LCTUR XII.

I OLATD RMARKS, CONTINUD. The quicnng powr of siens, Juj Story, 140. Pepl of influens in rpublen sosity, shud xamn this sucjct.—It mit b wl to hav an infnt dpartmnt, 141. Yung chldrn shud b taut real nolj itslf, rathr thn mer prpration fr it, fr which they se no use, 142. Mthods of techng ar introduasd, by which, *with haf the usual xpns, dubl the usual prof* is produasd, 144. Comparty estmat of the xpns of the old comm scols & the frst mod of this systm, 145. A ls xpnsv & an improvd systm of eeuaction vry nssry, 146. Simplsty of diet, r the Graham systm, 147. The menng of the phras, *Jnrl Education*, 148. A nw systm of clothng & of lojng, 149 & 150.

LCTUR XIII.

ISOLATD RMARKS, CONCLUDD. Matrs of a farm & bildngs, 151 & 152. Prprations fr domstc economy, 153. The barn & wodhous, 154. The chef objcts of the authr as an educatr, 155. Varius itms in rlation to education. Do not undrtak to stint, r chet, r dfrad natur, 156. Al yuth shud b instructd in the chef prinspls of naturl & politel law, & to slet thr profson, 157. Cloistrng yuth; liht redng, 158. Manrs of femals in opn sosity; dltc languj, 159. Xtrnl acomplshmnts; espesly in walking & singng, 160. Grat mn not alwas saf guids. Evry mind has its viss. Unmarid techrs. B awar of dlusion. Lt studnts b abstemeus, 161. Our felngs oprat qukr thn resn, which somtims produss stranj events. Our languj on mny subjcs is vry baren, 162.—*A closng adrs to the frends of thr country*, 163.

AN ESA,

Aplyng the forgong systm in its chef prnspls & provisons, to a Jnrl Stat r Nationl Unvrsty, embrasng the varius dpartmnts, branchs & stajs of a jnrl, librl & profslnl education, fr both sxs.

CONTNTS & INDXS.

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thngs in the old comm scols, 169. The Authr is frendly to what the comm scols *shud* b, 169. In this aj of liht, al thngs shud b ovrhald, 170. Chanj prduss mntl enrj, 171. Jnrl education is a parntl busns, 172. Natur & xperiens sa so, 173. Resn & the Bibl sa the sam, 174. What ss good comm sns, 175. Som xpostlation, 176. Whns coms, *in fact*, the main availbl education, 176. What is the rght & authority of the Stat, 177. The primry staj miht b wl substtud fr the prsnt comm scols, 178. Dlinqnt parnts, 179. Scol-dstres, 180. Scol-houss & thr apttnss, 180 & 181. Furntur fr scol roms, 182. Qualfcations & busns of techrs, 183. The formation of scols undr this systm, 184. Propr mthods of instruction, 186. The nssry scol boks, 187. THE CLASC STAJ with four dstnct grads, 188. THE PROFSONL STAJ & DGRE, 189. Xaminations & rewards ;—the Stat shud encjur the production & use of propr boks ;—sndng childrn abrod fr education, 190. This systm givs a plan for a *Unvrsty*, answrng to its nam ;—an adrs to the good sns & felngs of al that ar intrstd, 191. The authrs consrn fr jnrl improvmnt ;—ISLTD RMARKS ;—evry Stat neds grat educationl r-form, 192. This projet is a good stat r nationl organization fr education ;—signfication of the varius dgres, 193. The busns fr ech of the fv grads in the primry staj, 194. Xtracs from the closng part of an adrs to a dstngushd Amren Sitzn, 195.

REMAKES on the old alphbt, r the comm signs of our 40 primry sounds, tgthr with the 217 dfcnt dscovrd mthods of xprsng thm by soundd ltrs, ech ilustratd in a wrd, 197.

The Authrs Mmorial to Congrs on rformng the ritng of our languj, Feb, 19. 1844, abrijd, 204.

A radcl improvmnt of the oculr rprsntation of our spokn languj, 213. The remodld alphbt acordng to comm aranjmnt, 214. The sam in philosophcl aranjmnt of fv class, 8 in ech clas, 215. Matrs rsptng dipthongs & corlty vowls, 215. Thre stps r stajs of rform agn statd & ilustratd by a longr sntns takn at hap-hazrd, 216.—Tn lsns in the nw alphbt fr xrsis & comparsn, 217.—A finshng adrs on this subjet of rform, recomndng strongly a consrt of plan & action among projetrs, 220.

THRTEN LCTURS,

ON A NEW SLF-SUPPORTNG SYSTM OF JNRL & LIBRL EDUCATION.

LCTUR I....INTRDUCTRY.

The only Proper Objct of al Education;—the Just Formation of Valubl Carctr.

Erly in lif, I bgan to realiz grat dfcs in the prvalng mthds of education, & the nssty of som systm, affordng gratr fasilts to the ls wlthy class, esp ply of femals, embrasng vry radcl improvmnts fr the formation of physcl & morl, intletual & grasful carctr;—fr the mor esy, rapd & usful aquisition of jnrl, solid & librl lrnng;—fr the aplcation of such lrnng to the varius consrns of lif; one indeed far mor xtnsv thn usual; & one, in fine, opn to al, by embrasng the prnspls & mens of *slf-suprt*. The practcbility of such a systm bgan, in Autum, 1830, to aper to me probbl, & I hav sinse bstod on it much thot & xprmnt. Durng six yers, I endvrd in an Infnt Smry, to tst its mrtis in al its thre distinct mods of aplcation, & to prov it wrthy of the rgard & aprobation of al truly rpublc & librl-mindd pepl, & with vry dsirbl succs,—tho on mny accounts, *in a vry unfavrbl location*.

My chef dsin in this lctur, which is itroductory in a cors of 13, on this subjct, is, to xibt the only lxitmt objct of al education,—*The formation & prsrvation of carctr fr usfulns, our, & hapns*. This is the ocason of the vast asars found in its provns,

of the intns intrst it xcits among mn,—& of its mity consrn with patriots & statsmn, phlanthrpts & cristians.

As a startng point, & moto in the dscuson of this subjet, I wil quot Pauls Episl to the Philipians, the 4:th chaptr, & 8th vrs :—*Finaly, brthrn, whatsovr thngs ar tru, whatsovr thngs ar onst, (& onrbl,) whatsovr thngs ar just, whatsovr thngs ar pur, whatsovr thngs ar lovly, whatsovr thngs ar of good rport; if thr b any vrtu, if ther b any pras, think on ths thngs.*

This enumration of good qualts, togthr with the afctionat & powrful apel, contan the fundmntl & substantial parts, the bon & musl indeed, of this caretr.

As we find ourslus endowd with actv & groing powrs, frnshd with sosl naturs, & plasd in a sosl stat,—al graspng astr prsnt good,—al possd of hi xpcetations fr the futur, the qustions, How shal we sek sucfsuly fr the prsnt, & finaly enjoy the objes of our hopes, ar truly of no liht consrn. Whovr thn wil gv a just ansr to ths inquirs, & lead the wa by xmpl, is indeed a frnd of his country, & a frnd of mnkind. But he wil most surely dclar to yu, that al which avals fr the prmnnt bnft of the caspus, groing, & imortl mind of man, is found alwas & in plnty, withn the limits of good and efisnt caretr, & no wrh els.

In this dscors, I intnd to anlyz this caretr, & prsnt to vw its varius esntial parts, in thr spsfc naturs, & mutual rlations. This I shal endvr to do by dscrbng *its morl qualts, its stability, its symtry r just proportionalty, its efisnsy, & its wrth.*

Its pur & lovly morl qualts, consist substantialy in an onst & jnrus dypsition twards al beings with hom we sustan any rlation. One thng then esntialy fundamntl, is to tret the Dvin Being acrdng to the dictats of naturl obligtation, *r simply, to rndr to him his rts*; as 1. His rit to b knon & aknoljd. He has made us capbl of ganng nolj of himslf, & gvn us the mens of knong him, which ar the Bok of Natur, the Bibl, & his Provdns,—al clerly xibting his xistns & prfctions. Now God must b knon, that he ma b lovd, srvd, & wrshpd. Hns the rquesiton, Aquant now thyslf with him, & the wrds of Jesus, in his prar to the Fathr, And this is lif etrnl, to kno thee, the only tru God.

2. God has a rit to our suprem afctions. By his wrks & his wrd, he has shon himself prfctly bnvolnt & riteus;—of cors supremly lovly. Thrsor, we shud lov him mor thn any othr objct; ya, mor thn al othr objcts. Hns the resnblns of the frst

grat comand of the morl law : Thou shalt lov the Lord thy God with al thy hart, with al thy mind, & with al thy strength.

3. He has a riht to our snsr & spiritual wrshp, & hibst vnratn. He is supremly grat, as wl as supremly good. Ths tw atrbuts togthr rndr him supremly vnrbl & glorius. Hns that detat of natur & rvlation ;—Wrshp the Lord in the buty of holns ; fer bfor him al the erth.

4. God has a riht to our confdns & submison. He is the Creatr & onr of al thngs, & has the abilty & dsposition to do what is riht, & what is on the hol bst. He can nvr er in hart r jujmmt. We, & al we hav, ar his proptry ;—& has not he a riht to do as he wil with his own ? & shud not we conseid to him this riht ?

5. Our good, & grat, & riteus Lord, fr our past msded, has a riht to our pntns, our frank conssons, & our slf-abasmnt. Aftr violatng our oblgations, surely nothing ls thn this is onrbl in us, & du to him. *He thrfor cals upon us, & upon al mn evry wher, to rpnt, & do wrks meet fr rpntns.*

6. It is Gods du, that we thankfully acspt of his bldv Son, as our techr, king & savior. Surely this wud b no mor thn a resnbl, rspctful, & sivil rtrn fr this unspekb'l gft. Hns the propriety of that inspird saing, He that blevth on the Son, hath evrlastng lif ; he that blevth not the Son, shal not se lif ; but the rath of God abidth on him.

7. God gav us our facults & our tim, & of cors, he has a riht to thr propre use in his svvis. Hns it is ritn, Him only shalt thou svr ; also, Whthr thrfor ye et r drink, r whatsovr ye do, do al to the glory of God.

Ths svn dstinct artcls comprhnd the chef of Gods rihts in rlation to us, & they do nssrly involv corspordng oblgations on our part, which we must consientiusly fulfil, if we wud form & mantan a good & wrthy carctr.—But, this is the substns of al tru rlijon, & embrass whatvr is wrthy of the al-prfct, the evr blsd, & infalbl God to rquir, & complasntly to rsev, of his entrprisng & accountbl ofsprng, the profsion, the practs, & the dfns of which, ar by no mens unwrthy of any creatd beings, howvr elevatd & magnanmus. This is that branch of carctr, which fr sick of dstinction, we ma cal *rlijus morality*.

To form & mantan this carctr, it is esntial also that we fel toards our felo-mn, & tret them, as we ot ;—r, that we lov them

as ourslus,—that we allow them their rights,—that we treat them as we would be treated;—in fine, that we be not only just towards them, but also civil, just & charitable,—that we do good to all men, in all their various interests, as we have opportunity.—This is that branch of morality, which we may call social, & which implies a disposition to fulfil those obligations which naturally result from our social natures & relations.

This character also contains *personal morality*, consisting in a just & proper *self-treatment*. It disallows of those actions, sentiments, sins, words & actions, which are unsuitable & wrong,—which render us useless, unworthy, & miserable, & require those which are suitable & right;—which has a personal real strength with;—which places him on elevated ground & causes him to do real, lasting, substantial good to himself as well as to others. Those possessed of this character, will beware of descending & injuring themselves by desire, fraud, imprudence, idleness, lowliness, or any impure & hateful vice, & will practice those virtues according to the text, *which are pure, noble, lovely, & of good report*. It also places a watchful eye on one's own personal rights, & allows not, without necessity, proper sensibility, & obedience to the precepts of the gospel, iniquities & overservings encroaching.

To fulfil these moral obligations, personal, social, & religious, is no small matter among moral & social beings, & should awaken the feelings, & inspire the efforts, of all who have any influence on the character of society or in forming that of the young.

Sanity, & a good worldly economy, or secular management, are of so much consequence under the head of moral qualities in good character, that, after this very brief & journal survey, they deserve, & demand here, some more distinct notes & discussion.

Sanity has relation chiefly to others; but in some measure also towards ones self;—mainly however towards self, as self stands connected with others. After this journal remark, I will give you some particular description of sanity, as an important ingredient among the other qualities essential in the formation of good character.

1. It embraces both dignity & ease, properly blended in our compound. In this compound there should be as much dignity as can be worn without appearing haughty & forbidding, & just so much ease of manners as is necessary to give sufficient grace to dignity, without hindering or obstructing it.

2. Sanity requires proper respect to others of whatever age, station & condition in life, manifested on all occasions by the natural signs

of sinsrty, & by propr motions, languj, tones, & othr tretinnt.

3. It avoids al smal ofnss, & litl dsgreabls, dsgustng, inconvenient & injurius to othrs. Grat ofnss ar cald crims & misdmensrs ;—smal ones, ar with propriety cald *insvlts*.—Ths, howvr, ar contrry to the scond grat comand of the morl law of God, & rndr pepl vry unacsptbl in dsnt & wl-brd sosiety.

4. It rquirs us to b evr redy, in a plsnt & rspctful manr, to rndr to othrs numrus litl favrs, & kind ofiss, & to rsev the sam from othrs with propr notis & rtrns. *Grat* favrs & kindnss, esp ply tords the nedy, ar with propriety cald charits; but the mny *litl* favrs, kindnss, & acomodations tords *any* body & *evry* body, as ocason ofrs, *ar cald svilts*, & rndr pepl vry plsnt asosiats, & vry wlcom & acsptbl in good & improvd compny. Svilty thrför poss the xtrnl manrs, the ornmnts, the in thousnd smal agreeabls of cristian bnvlns.

This branch of carctr, so lovly in humn siht, so sofng & rsnnng to the rugd natur of man, so productiv of plsnt intrcors in the sosl stat, shud inded form a vry mterial part of erly education,—shud b inrot into the vry constitution,—shud gro with the groth, & strngthn with the strngth, that it ma b evr *in us*, & *about us, always at hand*, to produs its dmulsnt influens upon the felngs, the manrs, the morls, & the jnrl condition of al within its atmospher,—prvntng al ocason fr an ofsisus, ofnsv, & rdiculus asctation.

A good seculr econmy, r wrldly manjmnt, tho implying much xrsis of the facults, has som consrn also with the hart, & is thrfr includd among the morl qualts of good carctr. It consists in a just, onrbl, & dscrt aranjmnt of our seculr afars fr our own bnft, & that of othrs ho ar in any wa r mesr consrnd,—a du dgre of nolj & skil in som one kind r mor, of honst productv busns, & the habts of efisnt industry ;—al fr both prsln, domstc & jnrl wlsar.

It also includs a du nolj of the wrld, esp ply of mnkind,—of just, acomodatng & profitbl intrcors & delng with othrs, at hom & abrod, & of sivil govrmnt, esp ply our own. It also rquirs, that we kep one da in svn fr sacrd rstng, & fr undstrbd atntion to rlijus rits & ordnnss. Ths ar matrs of no litl consqns in rlation to the promt & fathful dscharj of our mny dfrnt obligtions, & to the onr, usfulns, & hapns of indviduals,

famls, & larjr comnts. Ntwthstanding the fitns & nssty of this, as an objct of evry morl sns, & as the foundation of prsnl, dmstc, & public vrtu, wlth, confdns & joy, it has, as yt, bn gratly ngletd by parnts & othr techrs, & made almost no part of an erly education, espsly as an artcl of cristian morls. Of cors most of our yuth ariv at mnhoc, & go forth upon the staj of indpndnt action, dolfuly ignrnt of this vry material branch of a jnrl, usful, & complet education. Lt no parnts then, nr techrs,—no patriots nr phlanthropsts, rman unmindful of this too long ngletd matr.

In this conction, prhaps, it ma b propr to mak a rmark r tw, *on the powr of habt.* Abundnt & corct nolj, & evn prinspls, ar of litl use, unls redusd to practs, & this practs b made esy, prmnnt & efctv by habt. An education aquird at vast xpns, &, in othr rspcs, frst rate, oftn beoms infisnt, & somtims evn usls, r wrs, by want of habts of riht & propr action, establshd in erly lif, acordng to a rgulr cors of dsplin, & undr the suprintndns of som kind, skilful, fathful, & enrjtc frnd & tutr. Yu canot safly trust a prsn, til yu ar awar, not only of his abilty, nolj, & sntmnts, *but also of his habts.* Ths whn ons formd & confrmd by daly practs in lif, becom lik the strong powrs, prinspls, & ligmnts of natur. Yu miht almost as wl undrtak to brak the fors of gravtation, r chanj the lprds spot, & the Ethiopians skin. Lt al then ho hav any consrn in rasing anothr jnration, lok wl to the matrs of habt, & alow thm du influns in thr felngs, thr plns, & thr daly manjmnt. What a vast amount of tmptation, vis, dgrdation, mntl conflict, & misry, wud this prvnt! Mny fr thr erly formd bad habits, hav crsd thr own xistns, & cut short thr own rtchd & misrbl livils. But blsd is he, r she, hos erly habts ar godc.

The nxt thng to b notisid in this carctr, is its *stability.* By unitng in itslf good morl prinspls, solid & xtnsv lrnnng, a sound jujmnt, & a dlibrt curj, banshng a puerl vrstilty, & a natv fiklns of mind, it beoms grav, grand, & prmannt, lik the mountns. This is that part of carctr, which, in unson with goed morl qualts, produss rspct, confdns, & sucess. Thrför, sd Solomon, Mdl not with him that is givn to chanj; & thrför, sd the dyng patriarc Jacob, rspctng his eldst son Rubn, Unstabl as watr, he shal not xsl.

This carctr also posss a butful symtry, & just proportionality. It avoids unaturl protubrnss,—nedls & unplsnt ecsntrists in manrs & opinons,—mysterius inconsistnss,—& sudn & unxpctd vaslations, from one xtrem to anothr. It prsnts ech of its qualts in propr plas & siz, implis a wl-balansd mind, & in al thngs sekts a tmprtn & hapy medium. This part of good carctr, lik stbility, givs to a mn dignty & wrth, & las a solid foundation fr onr & prosprty.

But to form & establsyh ths valuabl qualts, a long cors of the erly yers, shud b spnt accordng to the provisons of this nw & peculir systm of education, in the sam insttution, r simlr ones, & undr the suprintndns of the sam r simlr gids. Lt no frnd of our ras then, espesly of the femal part, pas litly ovr ths tw last items ; fr without thm, al othr qualts ar of litl use, & can nvr form a wrthy carctr.

We now com to an artel of hi importns in this dscors, which is *the powr* of this carctr. This ads much to al the othr valuabl ingredients. It consists in abilty to plan & xcut, & that too amidst dffcults & strong embarsmnts. This atrbut of carctr is doutls foundd in natur ; but is brot forwrd, improvd & rndrd productv, *by a jnrl education, & the propr aqusition & use of wlth & influens.* Lt ech of ths now rsev yur dilignt & impartial attnion.

By *jnrl education*, I mean that which rlats to the body, as wl as to the sol ; to the varius intrnl snss, as wl as to the mntl powrs ; to the mny rlations & dutys, occupations & trials, privljs & enjoymnts of pepl in comm lif, as wl as to litrtur, the sienss, & the librl & ornmntl arts. It admits of dvision into varius dstinct branchs, accordng to the varius dpartmnts of our natur & condition, ech of which dmnds a sprat considration.

1. *Physcl Education.* This has rspect to our material & anml natur,—to that, howvr, mor espesly, as the habtation & the agnt of the imortl sprit, & the medium thro which it xibts itslf, & rsevs & comuncats nolj & sntmnts. Education in this dpartmnt, consists in the improvmnt & aplcation of the corprl orgns & facults, & the dscret use of the apropriat mens fr the hlth, groth, comfrt & vigr of the bodily systm,—includng just attnion to diet, slep, clothng, arng, clenlns, tmprns in al thngs, & the xrsis of its many diffrnt powrs, in the daly prformns of propr & usful busns. The chef objcts of this branch of education, ar

to rndr the body a wl-proportiond, a comly, a substntial, & endurng dwlng plas fr the sol ;—a saf, esy, & crct medium fr its own manfestations & intrcros with othr beings & objes, & an esnt instrumnt of usfulns & hapns.—But, if the body, & the animl natur, alon b educatd, the mn gros up a mity savj, such as Nimrod, Agag, Goliath, Polphemus, & mny a huj athltc chef of untutrd tribs.

2. *Intlctul Education.* This conssts in occupyng, dsplnng, & drcng the mntl facets & capasts ; in storng the mind with varius & valuabl nolj ; in proprrly djstng, aranjng & prparng this nolj fr jnrl, insdntl & profsonl use ; & finly, *informng good mntl habts.*—But this physcl, & this intlctul education alon, ma rndr a mn, *r lev him*, a mer brut, unitd with somthng lik the Bibl acount of an apostat anjl, such as Can & Aixandr, Saul & Mnaseh, Hrod & Nero, & mny grat ones, ho hav aperd in mor modrn tims. Hns, as humn natur is, ths tw kinds of education, by thmslvls alon, ar not only usls, but vastly wrs thn usls, & of cors ar undsirbl.

3. *Ornmntl Education.* This conssts in the cultvation & use of the varius finr snss of our natur, which occupy a station in a compleatd systm, lying btwn the grosr snss, & the snss cald morl ;—such as thos of buty & harmony, congruty, ordr & propriety, novlty & curiosty, sublimty & grandur. It implis much xrsis & improvmnt of the imajnation & the mntl tast. Its objes ar the nolj & practs of the fine & librl arts ; of esy, polshd & elgnt manrs, r such as ar orijnlly plsnt & agreabl to the primtiv & unctannmatd snss & felngs of humn natur ;—of the comm, inosnt, & desnt fashons & manrs of enlitnd sosiety ;—of plsnt convrsational and epistlyr accomplshmnts ; & of polit litrtur in jnrl.—But this ornmntl edueation, howvr dsirbl in conection with the othr branchs, is not, by itslf, sufisnt to ensur good carctr : but it oftn rsults in dispation, idlns & lisntiusns ;—produsng vil, impur & wrthls, tho fasnatng carctr,—such as ar oftn found among prfomrs of fstiv musc, among opra dansrs & othr theatrl artists.

We thrlfor now com to the last & most esntial branch of education,—one vastly importnt in itslf, & one which givs unspekbl valu to al othrs. This is,

4. *Morl Education*, which implis the cultvation & riht drcction of the naturl sympaths & the morl snss, such as

thos of dignity & menes, honr & shame, of rit & wrong. It implis also 'he formation, & frm establishment, of good moral principls in the hart, & finaly the aplication & use of the whol in the varius relations, obligations & busnes of lif; thus completing a good & harmonius moral charactr, founded on the principls of natur & resn, good sens & the Bibl ; & is rendrd usful, honrabl, & lasting by the conservativ powr of habit. This branch of education sanctifis, directs, & employs to good account, al the othrs ; & in conection with them, rendrs men lik Abel & Enoch, lik Noah & Abraham, lik Joseph & Samuel, lik Elija & Daniel, lik Jon & Paul ; ya, morovr, lik Gabriel, lik Jesus, & indeed lik God. Let it then, by al educatrs, be treted as its importance demands.—Now, dos not this *Genral Education* giv vast enrgy to charactr ?

The second thing which givs force to charactr, is the propr aquisition & use of welth. This propr aquisition implis, that it be obtand honestly & gradualy by vrtuus industry & economy. By coming too sudenly, r too abundantly, r too esily, r by dishonest means, it usualy produces weknes insted of strength. To be the most prmanent & beneficial, it shud, by our own honest & honrabl effts, incres in just proportion to our capacity fr the quiet managment, the temprat enjoyment, & such prudent & benevolent use of it, as is conduciv to both public & privat good. Such welth is powr, & a vry good thing in the hands of good men, & good women.

The last thing to be namd as giving eficiency to charactr, is the propr aquisition & use of influence. To obtan influence proprly, we must endevr so to svr the real & aknolegd intrests of our selo-men, that they wil see, & feel, & aknolege our usfulness to them, & thus be led to confid in us as thr benefactrs.— This influence is proprly usd, when proprly employd fr the public purity & pece, welth & hapines, with no insidius desins on the rits of othrs. But let al here be warnd to be on thr gard aganist the spirit of domination, & opresiv ambition, which ar vry comon among men.

The worth of this charactr, which is the only just object of al education, ma now be told ; & surly in vw of the description givn of its varius parts, it is esily told : As,

1. It maks al who poses it, *truly usful*. It causes them with good desin to endevr to forwrd the intrests of thr Makr, the wel-be-

ing of thr felo-men, & thr own hiest good, tempral, spiritual, & etrnl. Blest indeed then is thr xistence; fr they ar blesings to themselvs, & they contribut largly to the blesednes of the social univrs. If this charactr be *useful*, it must of cors be *valuabl*.

2. It produces *tru* & *substantial honr*. Whil it securs the mind from its own scorn, & that of othr, it procurs al desirabl respect. The Almity Makr. Posesr & Lord of the univrs, Jesus the Son of God & Heir of al things, the hiest ordrs of holy angels, the wis & good among men, & evn thr own correct tast & morl felings, al unite most freely in honring thos who posses such a charactr. Honr of this kind is rich, & richly festes the mind of man. But, cursd indeed is our xistence, if our charactr rob us of al this strling honr, produce the abhorence of the xcelent & wrthy, & damn us to the lacrating torments of self-reproch.

3. This charactr is *valuabl*, becaus it maks us, not only *useful* & *honrabl*; but also *truly* & *prmanently hap*y. It afords hapines of the most pur, elevated & hevnly kind, suted wel to the dignity, capacitis, relations & hi ams of our elevated & imortal naturs. It flos from the enjoyment of God, of our felo-men, & ourselvs. When we tret God as we shud, then we enjoy his frendship, & his blesednes.—When we tret our felo-men as we shud, then we enjoy thr hapines, & the affection & confidence of the wis & good.—When we tret ourselvs as we shud, we then genrally enjoy a reward in helth, plenty, & contentment; but *alwas*, in the luxuris of self-aprobation, & inwrd satisfac-tion, pece, & joy. This hapines endurs amidst the many chan-ges & afflictions of this lis, & wil be realizd, in far gratr pr-fection, in the hevnly stat. If this charactr then produces such usfulnes, honr, & hapines, how grat indeed is its wrth.

But paralel alon with the wrth of this charactr, is that of education, with al its preparations, means, & helps; for thes to-gether hav no othr legitimat objecs, than the formation, groth, & final results of this charactr. Hence the necesity of this lectur, as an introduction to the cors of twelv which folo, on a nw self-suporting system of genral & libral education, es-pcialy fr indigent femals, from the age of fiv to sixteen; fr, I ask, who wud concern themselvs at al abougt education in genral, r any of its systems, mods, facilitis, improvments, & insti-tutions, til they kno thr objecs, & set a valu upon them.

In giving this account of al the propr objecs of education, I hav also givn farly & opnly, an xibition of the sentiments in manrs, morals, & religion to be taut by both precept & xampl,—the methods to be prsud,—the cors of instruction in litratur, sience, the arts, & busnes, to be solod ;—in fine, *the charactr to be formd*, undr this peculir system of education. Ma this frank avowal, satisfy the public mind, & prevent evl surmises, & mistakn aprehensons.

Let me now in closing this discors, adres a fw wrds of aplication to yur good sens & feelings, especialy to thos of children & yuth, of parents & techrs, & of the leding charactrs in society.

Der children & yuth, if evr sobr & considrat a moment in yur lif, I beg yu wud be so now. Yu ar pasng the ductil, plastic, molding age, & with grat rapidity yu ar forming charactrs *fr this one short but vastly important lif*, also fr a futur stat of retribution. Do then solemly considr the imens wrth to yu, of the charactr just descriibd as the only wrthy object of al education, & wisly direct yur cors fr its speedy aquisition ;—“Lest thou mourn at the last, when thy flesh & thy body ar consumd, & sa, How hav I hated instruction, & my hart despisd reproof ; & hav not obeyd the voice of my techrs, nr inclind min er to them that instructed me !”—Ye parents & techrs ;—ye ledrs in society ;—ye fathrs of our republican towns, vilages & citis,—of the stat & the nation, I now ernestly entret yu to realiz, at once, yur hi obligations with regard to this momentus subject, & be erly, ernest & enrgetic in accomplishing this most mity, most desirabl, & most glorius wrk of man,—to mak othrs, especialy the rising genration, *good & grat,—usful & hapy.*—

LECTUR II.

THE ORIGIN & PROGRES OF THIS SYSTM.

In entring on the delicat busnes of this lectur, I beg lev to stat facs simply, farly & honstly, without being thot ethr to bost r complan. Som peculir incindts in my lif, led me to the chef principls of this sys'em.

At the comenciment of the present century, agd sixteen, an heir to nethr honr nr welth, bound out to a comon Nw England farmr, from six til twenty-one, I resolvd on a colege education.

This placd me, fiv tediis yers, in the condition of a solitary, agricultural, self-teching, school-teching, laborius svant. On som das, I probaly performd quite a comon das labr at farming, r teching school, & anothr at study. Hence the union, in this system, of manual labr, lrning, & teching by the sam prsns. But now, insted of much of the formr book-study, ther is substituted to grat advantage, *Oral Instruction*, in union, at the sam tim, with propr kinds of manual labr.

My strong desir at sixteen, to choos my own busnes for lif, & to comence then a prepration fr it, led me to fix on that age, fr boys, entring sufficiently erly, to lev schools of this sort, if they ples, to obtain othr arts, trads, r profesions not ther taut.

Fiv months aftr twenty-one, Septembr, 1805, hornles, destitut, & in det, I entrd colege, a yer in advance. Extrem indigence til graduating in 1808, undr a hevy det, zel to cancel this det, & the suport of a rapidly incresing family, togethr producd, from erly lif, habits of industry, & varius inventions fr uniting in a livlihood, economy, competence, & comfrt. Thes things, togethr with much il helth at colege & the theological institution, fr want of propr diet & xrcis, hav produced many of the facilitis in this system, fr helth, physical education, & an esy & competent self-suport.

The wif of my yuth, now decessed, the mothr of my nin children, by sevn yers of constant siknes aftr pasing the bounds of childhood, was of cors deprivd almost entirly of a comon domestic education, theoretic & practical, & subjected to a system of habits quite incongenial with *hr* condition & *my* objecs. This, togethr with hr subsequent disordrs of body & mind, the stratnes of my pecuniary circumstances, & the incres of my family, *al obliged me erly*, howevr avrs to my feelings, & inconsistent with my own appropriat busnes in lif, to entr the domestic province of woman, to xamin it prety thruly, & lik the frst Roman Cato, to atend much to houshold afars. Thes events of Providence, the dictats of natur, & resn, & my extensiv aquantance with Nw England familis, of evry grad & charactr, producd the family mold of this system,—its peculir domestic department,—som aids in the matrs of self-suport, & the plan developd in anothr lectur, fr a complet houshold & busnes education fr femals, theoretic & practical, in union & harmony with one that is literary, scientifc, & ornamental.

Agricultur was my busnes from infancy ; I hav alwas been fond of it ; & I hav cultivated a farm of my own, in aid of othr important objecs, during mor than a quartr of a century. Hence the rural & agricultural cast of this system : And, indeed, from long experiance & obsrvation, I conclud ther is no situation mor favrabl fr the genral education of children, & the junir clas of yuth, of both sxes, *let them com from whatevr place & condition, & let them be destind to whatevr situation r busnes in lif,* than a cuntry farm, wher ar ampl pla-grounds, & gardns ; fores & orchrds ; hils & valys ; felds & medos ; brooks & watr fals ; a salubrius air & a wholsom diet ; majestic roks & vrdant plains ; prospecs delitful & exilrating ; senry, butiful, grand & romantic ; amusments & plesurs at once innocent, civilizing & sanctifying ; & al necesary, helthful & plesent musculr excrcis.

The barenes of my vrbal language in childhood & yuth, by want of propr reding, familir oral instruction, & othr facilitis, led me, fr the recording of my thots, insensibly to the adoption of anothr kind of language,—that of colrs, figrs, motions, attituds & positions, printed on my imagination & knon only to myself. The necesary translation of this language, & also that of my baren & vulgr mothr tong into good English, has causd me vast embrasment, & inost painful vxations & torments in swift writing & xtemporaneus speking.

From this caus ther hav arisn, in this system, the peculir preparations fr the erly & abundant teching, by evry means, of corect vrbal language, especiaaly by the unusual proportion of plain & familir oral instruction & illustration.

By the los in infancy of a precius mothr, I was left in a situation similr to that of many indigent orphans,—*a poor child, bound out to service,* having vry smal advantages fr education in any department. Thes things causd me much affliction & gref,—much lamentation & weeping. Thus I becam wel aquainted with the harts of such children, & the manr in which they shud be treted. I thrsfor found myself inclind to use my bst endevrs to establish a self-suporting Orphans Hom, fr thr comfrtbl mante-nance, thr propr tretment, & thr genral & libral education.

Finaly, allow me to stat, that erly ther was planted in my brest, a strong desir, by evry possibl & apropiat means, to elevat, improv, & sanctify my felo-men ; especiaaly by the instru-

mentality of the Gospel, & a mor genral, natural, & eficient system of education, which shud, besid othr objecs. grately incres the educational qualifications of mothrs, & othr techrs, who ar the chef instruments of molding the charactr, & fixing the destinis, of mankind. Thrsfor in my last yer at colege, & astrwrds, when Principl of an Academy, & subsequently also, when in varius other busnes, I was incresingly anxius that ther shud be discovrd & put in opration, som othr system of femal education, much broder in its limits, & much strongr in its refrence to domestic lif; & also, in ordr to have it accesibl to al, that it shud be *self-suporting*; r, at least, *far less expensiv*.—Besids, I wishd to prov to the world what I had long myself fuly belevd,—that a much gratr degree of physical efficiency in femals ma xist in pfrect harmony with al desirabl delicacy & refinement.

On thes varius accounts, fr many yers, whil labring on my farm, whil traveling in my ministerial & hom masonry labrs, & in wakful hours of niht, my mind was oftn put to the task, to discovr som fesible schem of self-suporting, genral, & libral femal education. But tim was not found to reduce my thots to definit writen form, til Decembr, 1830. This resulted, April, 1835, aftr trying my plan in a smal school one yer, in the printing & gratuitus circulation of a litl pamphlet, xibiting som of its chef trats. This, & othr things in conection, brot to me an invitation to giv a lectur besor the American Institut of Instruction, at its anual meeting in the city of Lowel, Mas., August, 1838, which mor fuly developd the system in its plan & oprations, & was astrwrds cald fr & printed, by the Censrs of said Institut.

The Objecs amd at in this Whol Concn.

Thes ar, 1. Radically to improv the comon shools & grately to reduce thr xpens. 2. To aford to yuth, from about twelv yers of age, in a propr family condition, & without xpens, say that of tim, a good academical, & evi a profesional, education: And 3. To frnish a good hom, lik that of a fathrs hous, a competent suport, al necesary & important education, *an entir bringing up indeed*, from about fiv to sixteen yers of age, r longr, to destitut orphans, to othr indigent children, to thos of the welthy also, *if they ples*, & to the children of foren

residents & foren misonaris,—to al, in fine, who need a hom & one that wil giv them, on self-suporting principls, a genral, thru & libral education.

The three distinct mods of Aplying this System.

The three objecs, namd abov, planly indicat the origin of the three difrent mods of aplying the system, fr the sak of genral acomodation. In prsuance of the frst object,—the radical improvmnt of the comon schools, the pupils miht be denominated, *district r village clases.* Within the provisions of this mod, & fr proof of its fesiblnes & utility, we recevd into our modl school, during tw yers of our gratst prosperity, nerly sixty, whom we denominated *da scholrs*, who livd r borded in the neibrhood, & united with our inmats in lrning, six hours a da. Thes, tho they payd, r mor than payd, thr tuition with thr wrk, whil in school, did in fact lrn fastr than pupils at the ordinary schools, hi schools, r academis. Yet afstr al, they wr considrd by us as enjoying no mor than haf of the privileges of our inmats, & as lrning no mor than haf as fast.

Undr the second mod of this system, & with refrence to its second object, about forty temprary manual-labr boarding scholrs, wr recevd, who wr xpected, in ordinry tims, *to pay thr wa*, clothing & "l, & in vry good tims, to do mor than this, as som of our pupils actualy hav don. The numbr of difrent inmats undr this mod, tho not grat at any one tim; yet it was suficient fr xperiment proof, & did indeed prov it practicabl, & just what was needed fr indigent yuth, who wishd to rise in thr education abov the atmospher of the comon schools.

The prmanent school formd fr the thrd object, undr the thrd mod, consisted at frst, April, 1834, of my own three youngest children, agd from six to elevn. This numbr gradualy incresd, by the adoption of indigent children, mostly orphans, to nerly thirty. Thes wr considrd & treted as my own children, with respect to al purposes of suport & genrl education. This permanent school was my chef object. It formd the nucleus of the institution, & gav it the nam of 'the Orphans Hom.' Proprty & inmats wr gand by slo degrees, lik thos of a comon family, begining in the world with little r nothing, which is probaly, on the whol, the best fr stability & prmanence.

Frst atempts at the union of oral instruction with productiv labr.

I wil now relat som of my frst esas at seting the physical & mental facultis of pupils in opration, at once, fr self-suport, & fr physical & mental improvement, but shal defr the ful discuson of this subject to the nxt lectur, which is on Oral Instruction.

The wintr besor epning my said trial institution on my farm in Troy, Nw Hampshir; awar of the sad deficiencis, & the demoralizing tendencis, of *our* comon district school, I undrtook, in my own hous, the instruction of my large family, together with som children of my neibr. Aftr studying thr speling lesns in the usual manr, I allowd them to wrk at propr busnes, whil they wr exrcisd in speling wrds, which I pronounced to them. This proving vry satisfactry, both to techr & pupils, I introduced su-tabl wrk into othr recitations, both English & Latn; myself using the books, if necesary, & pronouncing fr the recitrs.— Succeeding wel in this also, I proceed one step frthr & taut them thr lesns *oraly* from book r mind, whil they continuud at thr wrk. By xtending thes xperiments, I was, at length, with much intrest & evn surpriz, forced upon the brod conclusion, *That all branches of lrning, xcept the manual part of a fw, such as writing, drawing, painting, & instrumental music, can by competnt techers be comunicated & recevd, to sa the least, as pleasantly, as rapidly & as thruly, at the sam tim. with propr hand labr, as by any other method.* Any wrk is propr that dos not requir too much nois, motion, r intens thinking, such as knitting, braiding, sewing, &c. But evn the impossibility of obtaing such kinds of busnes fr a tim, dos not necesarily brak up, r gratly embaras, institutions of this sort, provided othr productiv busnes, especiaaly that of Agricultur, can be procurd. Fr, at the wrst with prudent managment, with good formen, & our chep but helthy & xelent mod of living, this system wil, as was provd, by us, in the hard tims of 1837, admit of the pupils lrning, on an avrage thro the yer, & that to the best advantage, *as much as six r sern hours a da.* This of itself wud surely, in the cors of elevn yers, produce astonishing results, on *any good system of education.*

Results of Six Yers Xperiment.

Befor giving yu thes, let me forwarn yu, that whatevr has been acomplishd ~~was~~ amidst many vry untord circumstances.

Som of thes aros naturaly from the condition of feebly & inexperience of infancy of my system; som from the unresnable prejudices & ridicul of the ignrant, uncandid & vulgr, occasond by our many necesarily nw things in our mod of living & domestic managinent; som from the boldnes & hi ams of this nw educational project; som, from our want of mor convenient & appropriat bildings & hous-room, library & instruments of music, educational furnitur in genral, & a matron of suficient age, x-perience & genral qualifications, *at which* I was not abl at once to procur; som, from the smal age of our inmats, not then averaging so hi as the medium age between fiv & sixteen yers; som, from the cutaneus, r hereditry diseses of many of our pupils, thr uncomly habits, ther extrem viciusnes, & thr difrent injurius relations, when frst recevd; som, by our privation, on acount of the stat of the tims, from April, 1837, of most of our indoor sutabl & acustumd self-suporting manufacturs; many from the alotments of a good & wis, but oftn mysterius, Providence, & my own peculir condition & fortuns; & many mor, from the dedly enmity towrds this only *purly republican system of education*, so beneficial & elevating to the poor & degraded, in thos who poses the bas selfishnes & prid, the unwrthy arts, & the powr, of aristocratic opreson, with the help of thr poor, obsequius, deluded, & sily menials. It is the mornful fact, shameful to be told in this land of bosted liberty & free republican privileges, that, from such a quartr, this self-suporting system of genral & libral education, & this humane & charitabl modl institution, must meet thr gratest embarasments, & thr most malicius & destructiv fos.

But amidst thes, & many othr obstructions, what was in fact acomplishd, during the six yers of trial? I answer, 1. The institution, to sa the least, suported itself quite comfrtably, & was laing up a litl besids fr bilding & incres of educational furnitur.—2. The helth of our inmats, notwithstanding the hereditary & chronic diseses, with which many of them cam to me, & of which al soon began to amend, was far abov that of the children in genral, evn in the vry helthy region of my dweling. Since my marige in Dec. 1809, among my own large family, & the scors of othrs who hav resided with us, whethr adopted children, self-suporting scholrs, r hird domestic residents, one deth only, & a vry litl sever sicknes, hav ocured in my

hous; & that deth was by a malignant fevr, March, 1837, & of one who nevr adopted the mods of living, & means of helth, incorporated into this system of education.—3. The almost universal reformation of xtremly depravd, uncivil, unchast, & pr-vrs childrn, soon astr admison, was vry encouraging, & tels wel of the system. O how aseeting it was to see som of the der litl ones, voluntarily weeping in vw of thr formr vil degradation, & wiked behavir.—4. Our inmats wr constantly forming good habits in the grand matrs of industry, care, netnes, frugality, ord'r, enrgy, & of varius & important busnes, without which the gratest atanments in litratur, sience & the polit arts, wud be of litl valu.—5. I belev it was the united testimony of al impartial obsrvrs, that our inmats, xcept when afflicted with inat maladis, & sor cutaneus eruptions, & when susfring the derison, scofs, & evn *the violence* of persecution, of which, with thr fostr-fathr, they wr obligd, in a considrbl degree, to prtak, aperd peculirly content, joyful, & hapy.—6. As far as cud be judgd from the latr stages of six yers xperiment, this system wud ad gratly to comon physical eficiency, & wud nerly r quite dubl that of the mor welthy, & hily educated clas of Nw England femals. If this be tru, it is indeed, by itself, of no smal account. But its truth who can dout, astr knoing the fact, that the eldest of said prmanent school, a femal, our only regulr graduat at sixteen, April, 1839, long a techr in Boston, Mas. had befor graduating, prfomrd at hom, nerly r quite the ordinary busnes of tw of that clas of femals just namd, of any age, & at fifteen, *did wak repetedly* from twenty-fiv to thirty-fiv mils a day, *al freely & without physical injry*; & also the fact that the yung'r did then aper to be coming forwrd to be equal, if not superir in physical eficiency.—7. Besids the forgoing results, I feel myself sustand by the united voice of the many enlitnd & impartial visitrs, som of whom hav publishd to the wrld, in varius paprs & periodicals, thr vws of the system, as it aperd to them at hom in actual opration, *in asrtng*, that our pupils did, to spek within bounds, besids al thr manual labrs, & thr many varius & valuabl improvments in othr things, *mak as rapid progres in litratur, the arts & siences, as thos of similar age, kept the sam tim, at grat xpens*, in the best com-on schools, boarding schools, r academis. I wil now bring this lectur to a clos by giving yu som xtracts from thes publications.

Testimonials from Visitr & Xaminrs.

An educated man, an educational reformr, an authr & a techr, & an xtensiv travelr, in April, 1836, cam 70 mils, & from anothr stat, for the sol object of xamining this system & our modl school, in actual opration, & tarid with us for days & nihts. He gav an acount of both in Parlys Magazin fr the Ma, & the Anals of Education & Instruction fr the June folowing: both then being publishd at said Boston; from the last of which I wil quot a fw sentences.—“Al seemd to undrstand the xrcises, which ar conducted on rational principls, & in accordance with enlitnd vws. Astr morning (religius) dutis, the membrs of the school al began thr labrs at brading hats; & *at the sam tim recevd oral instruction.* During the hours aloted to labr, the pupils wr *plesently*, as wel as profitably employd. The hours of the day pasd awa cheerfully, & nethr the mental, nr the manual oprations, had the aperance of being a *task*. From what I witnesd, I giv it as my opinion, that instruction ma be givn in this wa *as thruly*, as it is by the help of books. A gratr desir fr knolege, & a strongr attachment to books of a solid charactr, I hav seldom seen, than I witnesd in thes pupils.—Habits of industry run thro his (Mr. Rich's) whol system. Al wr engagd in mental r manual labr, r in relaxation & sports. Astr xamining as closly as I was abl, al the parts of the system, which hav so sucesfuly been brot into opration, I left fuly convinced, that Oral Instruction & Manual Labr ma be so blended that thousnds, who ar now thirsting fr knolege, ma be put on a cors that wil lead to a thru education.”

Xtracts from the report of a Commite apointed by Fitzwiliam Lyceum, to atend our anivrsry xamination, April, 1837, publishd in both the Keen paprs, & a part therof, the August foloing, in the said Anals of Education.

“ We endevrd critcialy & impartialy to examin this school, & to com to such a conclusion as wud do justice to the indefatigabl foundr, & to giv the public corect infrmation on this intresting subject. The pupils aquir litratur & sience quite as rapidly & thruly, & digest thr knolege ful as wel as thos who ar kept at gratr expens in the best comon, hi, r boarding schools, r academis; besids suporting themselvs, & aquiring the habit of manual labr.—This system is founded upon the most enlargd &

christian plan of benevolence ;—to help thos who hav no powr to help themselvs,—to educat the poor & needy, as wel as the rich.—Upon the whol, the comitee ar of opinion, that this school desrvs the public aprobation & patronage. From a six hours xamination, it was abundantly manifest, that the pupils had obtand *knolege*, & had becom thru mastrs of the varius branches which they had been taut. In ansring questions, giving definitions, & in demonstrating problems, they conveyd thr ideas in thr own language, without refrence to the books which they had studid.—They wr al neatly clad, & from thr prsnal aperance, one mit safly conclud that they had a ful suply of good wholsom food, & that the ful development of body, as wel as mind, had not escapd the atention of thr instrctr.—The pupils aperd content & hapy,—kind & affectionat tords ech othr & thr techr.—The cultur of the social afections, so esential to the wel-being of society, & which givs the gratest charm to a finishd education, but is so deplorably neglected in our comon schools, here takts its propr rank. From the behavir of the pupils thro a long & critical xamination, it was suficiently manifest that they had been taut the tru definition of politnes ; an opn, frank, & respectful deportment, alik removd from an ofensiv & prt familiarity on the one hand, & an afected coynes on the othr.—In conclusion the comitee stat as thr belef, & as an act of simpl justice to the foundr of this institution, who has prseverd in his undrtaking amid trials, & dificultis, & oposition, suficient to induce most men to giv up in: despar, that the system of education adopted in this school wil prov of incalculabl benefit to mankind. It has been suficiently trid to test its utility.”

Sind, AMOS A. PARKR, (Counselr at Law, & Charman of the Comitee on Education in the Legislatur of Nw Hampshir,) SILAS CUMINGS, (M. D., Physician,) & JOSIAH INGALS, (Justice of the Pece & Mechanic,) Comitee of Fitzwiliam Lyceum.

X'tracs from the report of gentlemen from Keen, who atended our anivrsry xamination, April, 1838, publishd in the Keen paprs.

“ From remarks which had ocasonaly com to us, we went quite as wel prepar'd to meet with an unfavrabl impresion as othr-wis. But such was the aperance of the school, & the admirabl plan upon which it is conducted, the regularity in its manag-

ment, the promptnes & accuracy manifested by the pupils during the xamination, & the rapid advancement which had evidently been made in the varius departments of education, forced on us the conclusion, that it altogethr surpasses any othr system with which we ar aquanted. The school consisted of from 25 to 30 scholrs, who during the hours of instruction & recitation, ar sevraly engagd in varius kinds of manual labrs, which secur a frm & vigrus constitution, & giv an oprtunity of aquiring an education to thos who wud othrwis be entirly destitut of the means. Not only the physical education is takn into the account; but, we ventur to assert, that in regard to thr mental aquirments, they ar not xeld by any scholrs in the county."

Xtracts from the report of Visitrs from Jafry, N. H., who attended the sam xamination, published in the Cheshir Republican & Farmrs Museum.

" Ther wr twenty-six prmanent scholrs. Thes ar mostly orphan children. They aperd helthy & wel.—The scholrs wr engagd in som kind of manual labr, during the xamination.—We belev they wud not sufr in comparison, as it respects literary & scientific aquirments, with any of similr age in the stat.—We considr this a benevolent & charitabl institution.—Much care is takn of thr moral & physical education." I mit go on to quot similr, & mor flatring testimonials; but it seems unecessary. Thes & suchlik accounts proving the sesiblness, & the vast utility, & the suces evn, of this system of education, its advantage especiaaly to the poor, rousd the deep malice of the aristocratic enimis, & produc in them a detrmination, by any & al means in thr powr, to crush it in the bud. This, astr constant & vigrus esrts, during tw & a thrd yers, vry much by slandr, mobing, robing & kidnaping, & by many othr bas & lawles means, they wr finaly alowd to accomlisch, so far as my family & modl school, in Troy, N. H. wr concernd. But I do, by no means, yet despar of the final suces & triumph of the system, wherevr tru, christian, enlitnd, & impartial republicanism shal preval, & alow to it free tolration & countenance.

Finaly, on the scor of results, let me obsrv, that soon aftr seting the system in opration, ech month & yer, & al our many regulr & ocasional xaminations, hav farly promisd, if let alon, the ful accomlischment of al its proposd objecs, & xibited im-

provments, physical, moral, ornamental, & intelectual, which
srpasd evn my own previus & most sanguin xpectations.

Here, in conclusion, let me sa,—I strongiy desir that othrs, of varius & gratr resorces, wud set on foot such institutions, acording to the principls & provisons of this system, as wud recev the favr of al enlitnd, libral-minded & truly republican patriots & philanthropists; & such as cud not be ovrthron by the powrs of the hauty & opresiv enemy.

LECTUR III.

ORAL INSTRUCTION.

This is a vry important matr in al education, & especialy in this self-suporting system. (I canot avoid here som things said in my aforsad Lectur at Lowell & Boston in 1838. But probabaly not many, if any, of yu hav red that Lectur.)—Let this subject be here introduced by a short description of language & its sevral kinds.

Any method of conveying thots to othrs, r of storing them fr our own futur use, ma be caled language. Hence ther ma be as many kinds of language as ther ar chanels of comunication, r means of recording thots, & thes ar the fiv senses,—hering, seeing, feeling, tasting, smeling. The languages of tast & smel, if evr usd, must be difcilt to be usd to any considirabl xtent. The language of tuch, r the sens of feeling, is oftn usd with the blind, especialy thos who ar both def & blind, & with othrs ner us in fre social intrcors.

That language which conveys ideas to the mind by the variouss objecs of siht, such as colrs, figrs, motions, atituds & positions, is in the ordr of natur, & probably in fact, *the frst*. It is a univrsal language, xcept with the blind,—is xtremly frtil, & by inumrabi emblems, is capable of xtending & prpetuating knolege; as is evident from al hieroglyphic and symbolical writing, Chines charactrs, the numrical figrs, & pictural & sculptural representations. Usd by itself, howevr, it is vry inconvenienc, xcept with the def; but it is a powrful auxiliry to the language of sounds.

The fifth & last singl method of language, is that which con-

veys ideas to the mind thro the sens of hering, by means of atmosphric air. It consists of arbitrry sounds, genraly having no resemblance to the objecs represented. Thes sounds, or a necessary numbr of them, ar agreed upon, as signs of thots, by pepl of the sam family, trib r nation, & among such they becom current, r vrnaculr language. It is, fr al pepl of comon facultis, whethr it be spokn r writn, the most convenient of al singl methods of language, as it can be usd without liht, & by thos othrwis employd, & is alon capabl of being represented to the y & the tuch, by alphabetic writing. Its sounds, simpl & combind, ar afforded in sufficient variety & numbr to form al the difrent spokn languages that hav been, ar now, r evr wil be in the wrld. The rapidity with which it is aquired, evn by litl children, is astonishing. In the formation of it, air xpird from the lungs, is, by the organs of speech, or the complicated machinry of the mouth, cut & made into an unspekabl variety of articulat sounds, ansring fr representativs of thots. This oral machinry, if not hurid too much, nr paralyzd r clogd, nr misaplid by ignranc, frivolity, r depravity, wil vry expeditiussly wrk up the xpenses, the xaustles, & the evr redy raw materiial, into a vast variety of plesant & usful fabrics, resembling "apl of gold in picturs of silvr."

I must now la down & endevr to sustan two positions vry important & fundamental in this system. I. The superir advantages of a large portion of Oral Instruction. II. This kind of instruction recevs grat help rathr than detriment from its union, much of the tim, with propr productiv handicraft. If thes positions stand, the system stands.

The Superir Advantages of Oral Instruction.

Yur atention is frst cald to the natur & propr use of *Oral Language*. Thes wrds genraly in this system, & mor prticullry in this Lectur, signify the conveyance of ideas by the sounds themselvs, constituting audibl wrds & sentences, in contradistinction from the artificial & visibl signs of thes vocal & audibl sounds r wrds cald letrs, writn & printed in books. Tho vocal & audibl language has in itslf, as a singl language, superir facilitis & powrs; yet when united with the language of siht, in looks & gesturs, & ocasonaly with that of tuch, it recevs astonishing aditional powr fr xiting, instructing, & swa-

ing the human mind. This complx language, in distinction from alphabetic writing & printing, *I shal now cal Oral.*

The Efficiency of Oral Language.

It is found by evry da xperience to be the most natral, atractiv & eficacius of any other kinds r mods of language. The awakning & melodius sounds of the human voice, atended by its many natral, plesant & powrful helprs, such as the xpressions of the countenance, the attituds & motions of the body ; such also as the tones, inflections, modulations of voice, & varid emphasis—al xpresing the sentiments of the sol—wr doutles desind & prepard by God to be the most agreeabl, convenient & efec-tiv means of planting knolege, feelings, inclinations & sentiments in social & felo minds, & of intrchanging thots & mental im-presions among them. Yu wil not then count me wild r visionary in mantaning that human beings, especiaaly in the peculir socia-bility & spritlines of childhood & yuth, wil much mor esily & redily *recev, retan, digest, & use*, for the varius prposes of lif, the knolege thus presented, than if conveyd by mer artificial means, —the ded letrs. The ideas & sentiments conveyd thro this oral chanel, seem to tak the shortest cors to the intrnal senses, the imagination, the intelect, & the hart; & ther without sensibl & painful esrt, to be inwrot into the vry constitution, & made as prmanent as the sol of man itself. Al this is the dictat of natur, which is, as far as it gos, alwas a benevolent, wis, & uner-ing techr & guid, & is thrfor alwas to be trusted & folod.

A Comparisn of Orol Languoge with Alphabetic Writing & Printing.

But what, in plesentnes & efect, compard with this natural & direct complx language, is the alphabetic representation of it, *vry imprfect at least*, & of that part of it only, & a vry megr part also, *its mer sounds alon*, which, & which only, ar capabl of such representation ? This alphabetic representation, consisting of silent, unattractiv, unsocial, arbitrry, spiritle figrs, in books—the product, not of natur, but of art, is deprivd, of cors, of al thos delitful & enrgetic helprs namd abov, such as the ten thousand natural & efectiv variations of the voice, of the face, & othr parts of the body, *which can nevr be wrtn r printed*; deprivd also of inumrabl kind, plain, esy & sesnabl xplanations

& illustrations of an abl & frendly parent r techr. If thes many & powrful aids to the othrwis dry & monotonous representations of our vocal sounds cud also be writh r printed with our letrs, thes representations wud then be unspekably mor intresting & valuabl, & much mor so stil, if they wr indeed at once the direct signs of ideas, & not of mersounds, like our numerical figrs. They ar, howevr, the mer *artificial signs of natural signs*, r the signs of *thos sounds* which ar themselvs the natural & direct signs of ideas; & consequently they can rech the mind only thro a circuitus & uncertain trak. They frst meet the y as signs of mer sounds—dry, dull, unintresting, & in themselvs without sol, r stirng life. Aftwrds, by a haid task of imagination, the sounds fr which they stand ar but imprfctly concevd, & prhaps mor imprfctly red, & finaly pas to the mind thro the er as archetyps of thots,—al by vocal reding, r by *imagining* the sounds, as in *silent* reding. What a vast difrence, then, between our oral & writh language, as to thr facilitis fr comunicating instruction, especiaaly to the yung! This comparision of oral & writh language, reminds me of an apropiat anecdot.

Once, a vry abl & eloquent pulpit oratr prechd an xtemporaneus & vry intresting srmon to his audience in the midst of a teribl tempest of litning, thundr, wind, ran, & ratling hal. The soloing da he was aplid to fr a copy fr the pres. But he vry shrwdly & wisly ansrd—“If yu cud print the litning & thundr—the wind, ran & hal, & also my tones, looks & gesturs at the tim, it wud realy be an object ; but not othrwis.”

Alphabetic Writing & Printing ar stil of Imens Use.

On many accounts, *this* method of comunicating thots by siht is far prefrabl to the use of Chinese charactrs & hieroglyphic r symbolical representation. I wud not by any means hav any think me unfriendly to letrs, proprrly aplid & usd : but unfriendly to the *unnecessary, too erly* & forced employment of them, especiaaly in the instruction of the yung ; fr yu al wel kno.that they ar vry esily fatigd, disgusted & discuraged by what is unnatural & hard to be undrstood. Letrs srv to presrv knolege which wud othrwis be lost, r be cast upon the fral & uncertain bark of memry & oral tradition, & to xtend it wher the living voice canot rech, r be so conveniently usd. But that they shud be usd without necesity, & usd also to such an xtent, in the in-

struction of yung, social, unartificial beings, insted of the living, lovly & powrful voice, attened by its many animating, delitful & forcible helprs, is surely to me a matr of astonishment. It is indeed, among pepl of comon sens, of good education, of enlарgd & libral views, quite tim that this strange & absurd practice be *xamind, xposd & xploded*. In doing this, howevr, yu wil remov one of the densest clouds of *the dark ages*, one of the safest covrings of *idl, unqualifid & swindling techrs*, & one of the gratest hindrances of the mor genral & rapid improvinent of the rising genrations. Let prsns of propr age, maturity & advance in knolege, use books, & use them freely ; but children, especiaaly yung children, shud use them sparingly, & non othr than they can esily understand, & strongly relish. Thes limits, howevr, ar rathr naro ; fr, evn amidst the improvmnts of the present age, & the deluge of childrens books & school-books, fw indeed yu wil find suted to the capacitis of children, til by obsrvation, & by oral instructions, they shal becom considrably advancd in the knolege of *things & of language* ; fw indeed, that do not stil need the familir & abundant xplanations of a wel-qualifid techr. Thrför, let al of a propr age & a propr stage of lrning use propr books fr thr own benefit & that of othr lrnrs, when necesity r grat convenience requirs ; *but in no othr cases*. In this the justly renouwd Socrates, & the modrn & amiabl Pestalozi, wr corect : And evry techr, & evry frend of human improvmnt in this enlitend age & land, shud be as correct. But, as betr authority now in point, I refr yu to Him who was wisr than Socrates, r Hrmes, r Solomon, " who was a techr com from God ; who spak as nevr man spak ; whos doctrin dropd as the ran & distild as the dw." He was a most eminent & powrful oral techr.

Now I apeal to yur good comon sens, & ask—Is not the whol matr, abov xpland & recomended, agreeabl to the dictats of natur & the comon feelings & practice of men ? Who that is not a maniac, wud presr the productions of art to thos of natur ?—Who, in his senses, wud choos to reman at hom & read the speeches of Demosthenes, r Cicero, r Curan, r Whiteseld, r Webstr, r Cla, rathr than be at much pains to see & her thos oratrs in prsn ? How is it that som xtempraneus prechrs, with scarce a thimblful of knolege, wil draw multituds astr them, wiwl many of our 'rnd doctrs & vry critical note-redrs ar obligd

to delivr thr labrd srmons to almost empty houses ? How is it said, & truly, that som of the most erudit English clrgy ar among *the best writrs, & the wrst prechrs?* How is it, that the Welsh prechr wil set *the wrld a fire*, as it is said, whil the lrnd Englishman *is litng his match?* And, finaly, how is it that children, befor put to school, mak such esy & rapid advances in genral knolege, the frst tw, three, or for yers of thr lif ? I ansr :— *Because the dictats of free, simpl, social natur ar folod, rathr than frigid art & dul formality.*

The Propr Manr of Using Oral Instruction.

Whethr thes instructions com from the mental stors of the techrs, r from text-books, they shud be givn in so esy & atractiv a styl, & al things taut, shud be so sesnably, so familiirly & so fuly xplnd & illustrated, that the pupils shal be made intrested in the subjecls, & be enabld without dela, fatig, r disgust, clerly to undrstand them. By this means they wud soon aquir a relish fr usful knolege & ability & curage, by means of natur, obsrvation, resn, & books, to prosecut it, & obtan it rapidly, alon. A compliance with this rul wud enabl parents & othr techrs to comunicat to children, vry erly, much rudimental knolege on almost any subjecls with which they themselvs ar aquanted, not to xpt evn gramr, mathematics, r mental philosophy. By the wa, this rul sugests much respecting the du qualification of profesonal techrs, & the necesity, by al means, of thr being in ful poseson of evry subjecl they attemp to tech. Indeed, the practice of oial instruction dos not allow unqualifid techrs to glid along smoothly, & decev thr employrs, as they abundantly hav don. Hence an increasd proportion of oral instruction wud tend gratly to increas the just qualifications of techrs. I belev it a fact, that the longr the best techrs practice thr profesion, the gratr use they mak of oral instruction. The resn ma be, both thr increasd ability to tech in this manr, & thr increasd knolege of its utility.

By this tim, I am confidant, yu wil aknolege the truth & stability of this doctrin :— *The superir advantages of oral instrucion ovr thos of text-books, especiaaly fr the yung.*

Good Specimens of Oral Instruction.

Thos which ar as fair as any in print perhaps, within my knolege, ar the Provrbs of Solomon ; Xenophons reports of the

oral instructions of Socrates, his admirabl tutr ; the reports of the for evangelists of the oral instructions of our Lord & Savior Jesus Christ ; Doctr Wats varius compositions fr children ; Parlys wrks in genral ; the recrd of A. B. Alcots school at the Masonic Templ, Boston, & his convrsations on the Gospels, (tho I wud not, by any means, be responsibl for al his sentiments ;) the varius wrks of Mrs. P. W. Howland, formrly of West Brookfeld, now of Worstr, Mas., especialy hr Infant School Manual,—a book which shud be in the hands of evry techr of any child, in a family r school ; &c. We do need som books, if I ma be alowd the xpreson, that shal be, as far as is possibl to hav them in print, *good specimens of oral instruction* on varius subjecls, propr fr Infant & Primary Schools, to asist techrs in bringing such instruction mor genrally into use.

The second cheif position in this subject, now clams atention.

Oral Instruction United with Propr Labr, Lesns Fatig, & Increases the Rapidity of Lrning.

This kind of instruction, insted of receving injury from its union much of the tim with propr, productiv, self-suporting handicraft, dos actualy in itself deriv much advantage from it. This fact is material in this system. Som pepl, not suficiently aquanted with the principls of the human constitution & the natur and relation of things, & thus prejudging the case, pretend that this plan imposes a dubly hard & irksom task on children. But the result of much fair trial provs exactly the revers. Ech kind of busnes, instead of ading to the fatig of the othr, dos in fact prevent r relev it. The wis & good Makr & Lord of al things, evidently desind that mans corporal & mental facultis shud both be developd & educated, xrcisd & wrkd togthr, in most agreeabl & usful harmony, like a complicated, but wel-arangd & productiv machin. It is a deep & prmanent principl in human natur, that we shal spontaneously cary on som manual r othr bodily oprations, which hav becom esy & natural thro habit, to hav the efect of a balance-wheel, regulatr & promptr to the mind, especialy in tims of its anxius thot & intens application. This fact, tho hithrto but litl noticd, is in prfect accordance with the daly xperience of men, especialy lrnd men, & clos thinkrs, mor particulrly in tims of xtempraneus speking & hi & vigrus mental esrts. They slide insensibly into the habit &

som motion r action which they cary onwrd in the sesns of thr strong feelings, grat anxietis, & dificult intelectual labrs. One man must be continualy rubing his har up r down, r making motions with his hand, r foot, r knee ; anothr must be piking his nos, rubing his er, r puling r pinching his cheek r chin.— One must be frequently drawing out his watch & looking at it ; another must be winding his watch chan around his fingr, r turning the ke, r rubing the seal. One lawy'r in pleding must keep at wrk with his spectacls ; another with his pen-knif, r pencil, r snuf-box. One I knw must frequently spit upon the floor, & lik a realy activ busnes man, rub it awa smartly, & in good grace, with the sol of his foot. One prechr of the Gospel must be pating with his hand the insid of the pulpit ; another must be throing his weit on one foot, & then on the othr ; & one told me he cud nevr xtempriz with any satisfaction, unles he had somthing to be rubing between his thum & fingr. One woman must ethr do som comon siting wrk, r se-saw sid-was, r back & forth. I saw the Chef Justice of Nw Hampshir, when hering a hard cas in his ofice, tak his pen-nif, &, in real wrkman fashon, pare off the cornr of his study tabl from one end to the othr. And Wiliam L. Marcy, my clas-mat at colege, an eminent lawy'r,— long in public lif,—during six yers Govrn'r of this Empir Stat, & since, of the Presidents Cabinet,—must, if possibl, in a hard cas, be whitling in real Yanke styl ; & the good old lady *wanted* hr kniting-wrk, as “a stediment” to hr mind, when hering preching, &c., &c. Now who wil disput the existence of this principl & propensity in mankind ? And why shud not this hithrto neglected & wast powr be usd to som good acount fr education & self-suport ? This is surely a conclusiv argument fr the union of propr manual labr, which ansrs fr al the abov namd wast bodily oprations, at the sam tim with oral instruction & hard study. This is vastly important, not only fr mental stability, vivacity & speed in the aquisition of lrning, but also fr physical education & health, & an esy & plesant self-suport. The principls of natur, then, developd by a constant cors of unequivocal facts, mantan an important pilr in this self suporting system of genral & libral education, & ansr the chef objec-tion, that “this dubl wrk, r tw things at once, must be embrasing & too fatiging.” Fr ther is abundant proof that the opration togethr of body & mind, dos in reality *diminish*, rathr than increas, *the fatig of ech.*

Wil yu now be candid enugh to atend to the histry of som xprimental proof. The fact is, I nevr saw any of the inmats of my six yers trial-school, xhibit signs of irksom fatig, r of the comon distresing werines & unesines, by atending to both kinds of busnes at once, during eit r evn ten hours a da. But go into one of our comon schools, conducted on the formr & usual meth-ods, at half past three oclok in the astrnoon, & notice the painful lasitud & the evident unesines among the pupils, who hav been in school that da, & chefly at books, only about fiv hours, in the midst of which they hav had an intrmision of an hour, & tw short receses besids. Go then to a large family of children, kept at siting wrk som sevn r eit hours a da, having nothing but thr handicraft to awakn, divrt & occupy thr minds, & obsrv ther also the aperance of discontent & fatig. Aftr al this, go to the family, the wrkshop, to an industrius ladis visiting party, & finaly to a school of our sort, wher propr productiv busnes is prosecuted, togethr with xciting, plesing & profitabl convrsation, r oral instrnction, conducted by an abl & agreeabl asociat r techr, & *mark wel the difrence*. Here, during som eit, ten, r evn twelv hours a day, fretful irksomnes has no place. Obsrv the cheerfulness, vivacity ; na, evn the innocent & helthful mrth, oftn here enjoyd. Nothing is dificult, tirsom, r disgusting ; the labr of the hands—which soon by habit becoms almost automatic, r oprating without thot, lik the winking of the ys—has constantly imense efect in awakning & regulating the mind, giving it fresh vigr & a vry important & valuabl self-poseson ; & the xcitment, entrtnament & delit of the mind, from its incres of plesing & profitabl knolege, arous the animal powrs, caus ples-ant bodily sensations, banish fatig, prevent xaustration, & caus the tim to pas litly & agreeably. Here I might apel fr xprimental proof, not only to the histry of our school, but to the ladis also; whethr it be so tirsom to sit & convrs in company *with* sutabl wrk as without it ? whethr they becom so jaded with thr sedntry labr, whil mingling in plesant & usfal convrsation, as when entirly alon, having nothing but thr labr to intrest thr feelings ? I am vxd & ashAMD that this apel canot be made *as* apropiatly & *as* honrably to the gentlmen ;—that they must go out of the element of busnes by going into company ;—that they must be afflicted with a sens of awkwrdnes, by having nothing to do in ladis wrking society ; &, morovr, that they must hav so much

ocason to prevent tedium, by caling, r tempting, the industrius fair ones, from thr innocent, amusing & profitabl busnes, to unit with them in childish recreations, dissipating pastims, r demoralizing gains. The change in gentlmens manrs, here slendrly hinted, wud remov one of the chef obstructions in thr wa to the society of ladis in thr social wrking visits,—wud produce, between the sexes, much mor mutual respect; *adding grace & refinement to the manrs of gentlmen, & much good sens, dignity & wrth to the charactr & convrsation of the ladis.* Pardn, I pra yu, this digreson, & encrage my efrts to cure this evl in society, gron obstinat thro long custom, by causing the boys of my family & school, as wel as the grls, to practis such kinds of clen, silent, usful handicraft, as ma, in company, be prformd at the sam tim with convrsation & oral instruction.

But this Union of Labr & Lrning shud not be Constant.

This system nethr requirs, nr allows, unremiting atention, at once, to both manual & mental excrcises. Fr the sak of divrsn, the pupils in a clas shud oftn, undr the care of thr forman, r techr, be alowd, whil at wrk, short sesns of free & amusing convrsation among themselves, somtims on what they choos, & somtims on the subjeccs of thr lrning. A part of ech da also shud be spent in what is proprrly cald *manual lrning*,—such as drawing, writing, panting, r instrumental music; at which tim the othr usual labr must of cors be laid asid. Vocal music, whethr with wrk, r without it, shud, fr the refreshment of both body & mind, as wel as fr its own sak, be a part of the daly xrcises. It wud be wel likewis, fr the pupils to atend mor r les, ech seculr da, fr recreation, r fr busnes education, r fr self-suprort, to such stirring r noisy labr as dos not admit of much collatral oral instruction. It wud be convenient, tho not indispensabl, to la asid the usual wrk, whil studying maps, prfoming som mathematical demonstrations, &, prhaps, whil atending to som othr educational xrcises, not strictly manual.—Let such yung men as hav no necesity r inclination to wrk, whil receving oral instruction, fr the sak of conformity to the system, & the fashon of thr clas, prform at the sam tim, writing r drawing; r, at least, tak nots of thr oral instructions, during the tim of receving them. This wud also help them to good busnes habits.

This Union of Labr with Lrning Increases its Rapidity.

If this be tru, it is a truth of vast import. But its truth is provd,—

1. By the principls & dictats of natur, as besor planly shown.
 2. By abundant trial in my said educational institution, desind & usd fr xperimental proof. This has been suficiently atested by pupils of propr age & xperience, by thr parents & frends, & by many visitrs & examinrs. It was quite an ostensible fact, when the pupils had not much propr handicraft to pr-form, as was the cas in part of the membrabl yer 1837, that they wr not so much intrested in thr lrning, & did not lrn so fast, as at othr tims. Ther was nothing of which we wr mor sensibl on trial than this, namly :— *When propr wrk was in good demand & brisk, then briskr & betr was the lrning.* Therfor, as I regarded the helth, the hapines, the genral good of my innat pupils, especiaiy thr advance in lrning, I wud not alow them, a singl seculr da, to dispens with thr manual labr, evn if I knew that the pocuniary profit wud al be destroyd at niht. This declratin ma possibly produce surpris in som, & derison in othrs. But I hav no misgivings on the subject, & fer not the results of ful & fair genral expriment.

3. By this union, ther is grat saving of tim that wud othrwis be necesarily devoted to mental recreation & bodily xrcises. Tho this system dos not, by any means, depriv children of thes, in propr sports & plas; yet not haf of the othrwis necesary tim fr such xrcises is here demanded, fr the bodily & mental helth of the innmats, & the varius prposes of a good physical education. This sava a vast del of tim, without any injury, fr the aquisition of what is mor usualy cald lrning, & of cors gratly increases its rapidity.

4. Sever & protracted book study oftn occasns grat injry to the ys, & of cors the los of much tim & comfrt. A propr degree of oral instruction united with labr wud prevent this, & consequently wud hastn the aquisition of knolege, & ad gratly to the futur comfrt & usfulnes of students. This is an object of comon humanity, as wel as of educational wisdom.

Now, in conclusion, I ask, with renwd confidence, whethr the tw grat positions of this system, advocated in this Lectur, ar not wel suported by facts & arguments, & thus made permanently

to stand, fr enlitning, reforming, elevating, & blesing the wrld ?

N. B. The next Lectur is of grat importance, as it shos the *varius advantages* of this system,—especialy the superir wrth, on many accunts, of an education under it. This is the thrd fundamental position in this system.

LECTUR IV.

THE VARIUS ADVANTAGES OF THIS SYSTEM—ESPECIALY THE SUPERIR WRTH OF AN EDUCATION UNDR IT.

It is, astr al, the chef concrn in the province of education, *to rendr it valuabl.* This shud be the grand object of al efsts to form & bring into use any nw r improvd systm. Yu hav thrsor now a strong motiv fr vry strict & candid atention. Surly, if this system, in adition to the superir es, plesantnes & rapidity of aquisition, & *the grat afuir of self-suport*, dos indeed *increas the wrth of education* aftr it is aquird, it then dubly recomends itself to genral patronage & adoption. That this is truly the cas, I wil now attempt to prov by sevral distinct arguments.

1. An education undr this system is formd with mor natural, comly & convenient proportions. By xrcising the physical & mental powrs togethr, & ech in du degree, the human machin becoms wel balanced & harmonius in al its departments, & in ech recevs helth, buty, & vigr. *In thos strongly inclind to lrn*, it prevents intemprance of mental aplication ; of cors it prevents precocity, r too erly ripnes of mind, which is quite undesirabl in itself, & an il omen fr the futur; howevr considrd by vain, short-sited kindred. *In thos strongly disinclind to lrn*, it prevents a most lamentabl & lasting disgust of lrning, & abhorence of it, found in many who ar erly put to comon schools,—drivn, prhaps with a rod, to a place of irksom confinement, & ther compeld to atend, a long tim togethr, & without intrest r plesur, to what they do not understant,—to unsocial, lifies marks, which stand as artificial signs of mer sounds—not of thots ; & al oftn made mor tedious by hard & il-formd seats, bad air, too much heat r cold, dred

of the techr prhaps, & of uncivilizd & vicious school-mats; & al, too, without propr divrsn & recreation. Now in this system al thes evls ar prevented. It requirs comfortabl accomodations, sufficient muscular exrcis, & al necesry mental divrsn. It allows constantly, at convenience, any change of position, wholsom & wel-temprd air, contentment, satisfaction & joy in the condition & society,—a plesant & ful understanding of al things to whch the atention is cald as subjects of instruction, & numerus othr propr means, ar employd fr the comfrt, hapines, & improvment of children,—al wel adapted to them as activ beings, possed of tendr bodis & delicat & vrsatil minds, xisting togethr in strong relationship.

This system also brings forwrd the body in propr sesn, *whil it prevents a too erly ripnes*, which is a comon & vast evl, exposng yung pepl, by want of equilibrium of physical, mental & moral maturity, to the strongest temptations; & that likewis, whil they ar the lest fortified against them. By a regulr & propr cors of corporal-management from erly childhood, & the formation of good corporal habits, by preventing undu xitments & al manr of xeses, the deve'lpm't & maturity of the bodily system, its many organs & propensitis, ar duly retarded. This, togeihr with erly & just attention to the moral & intelectual departments, *to the hart & the hed*, disallows of the bodys outgrowing the mind, as is oft'n the lamentabl fact, & causes both to advance simultaneusly in fit relativ proportions, & *to arriv togethr at manhood*. This wud sho, by naturs unequivocal voice, when minority shud ces, & free, self-directing lif shud comence. It wud also frnish a corect criterion fr judging of thos facts in singl cases, *which ot to prevent that grat degré of opres'on* now xisting under the present laws of minrship; which opreson, without altration of such laws, wil, in proportion to desirabl improvments in erly genral education, be continually increasing. This, by the wa, is one thing amidst many, that ot, in the increasd liht & vast improvments of the present age, to be impartialy & thruly xamind, & recev du corection from public sentiment & the strong hand of legislativ authority. I think it a maxim of natural, independent equity, that free, self-directing lif, shud comence with the powr of procreation, self-guidance, & self suport. And al thes, especiaaly in this countr, wud mak the frst aperance togethr, provided the education be suf-

ciently erly & genral, as indicated & provided fr in this system.

2. It apers from resn, & as far as I hav had oportunity to juge, from fact also, that this system, fuly solod out from an age as erly as fiv yers, wil, in both sxes, *ad quite for yers* to the erly & best part of strl.ng, self-directing lif, qualifying our yuth fr settling in the wrld & managing thr own afars, just so many yers erlier than has been usual. And, besides, arguing from analogy, wher we canot com at facts, it wil, without doubt, ad as much mor to *the latr part of mans vigorus & usful lif*. It wil probably also gratly incres the helth, eficiency, enjoyment, &, consequently, *the real wrth of intrmediat lif*. But, surely, as much as it ads to the wrth of human lif, just so much it ads to the wrth of education. This argument is founded vry much on what has been besor stated, & in som mesr provd by resn & facts. Much mor miht be said to strengthen it, if tim wud alow. But ful proof requirs many long livs of continual xpri-ment. This, of cors, I must lev.

3. This system ads gratly to the wrth of education, by making physical improvement a grand concrn. From facts alredy manifest on trial, its natural fruts, in this important branch, ar not ovr-rated by saing;—It prevents much want & sufring,—givs much additonal helth & comfrt,—presrvs much lif,—ads much to genral eficiency, especiaaly to the mor welthy & educated clas of femals. In the second Lectur ar told som facts in proof of al this, & here yu miht be told many mor, cud I sta fr it. But what is a prsons sol wrth in this lif, let it be evr so good & lrnd, without a substantial, vigorus & eficient body?—Then, whatevr this system ads to the physical force & the powr of accomplishing, it ads to the wrth of lif, & of cors to that of education. But as this matr has been in som mesr atended to besor, I wil not dwel on it now. If yu wish to see this important subject ably & fuly discusd, yu ma perus Griscoms Animal Mechanism & Physiology,—Coms Principles of Physiology, & Constitution of Man,—Comstoks Physiology,—Albrt Wrts Report on Comon Schools in Nw York,—& especiaaly Theodor D. Welds Report on Manual Labr in Literary Institutions, & such othr books on the subject as ma fal in yur wa.

4. *The wid xtent, r genralnes*, of this system, also gratly increses the wrth of education. This is one of its chef ams, its chef charactristics, & chef bosts. Its desin & tendency is, to

to fit pepl in a special & peculir manr, fr the many ordinary relations, dutis, afflictions & enjoyments of real, comon lif, &, finaly, fr the hevnly stat. It ams at bringing up the yung, as far as it ma be don, in the best theoris & practices, sentiments & habits of the prticulr mods, condition & busnes of that real comon lif, upon which they probably wil entr at the clos of thr minority & pupilage. And is not this among the frst dictats of natur, comon sens, & the Bible too? "Tran up a child in the wa *he shud go.*" In this conection, I ernestly request al now to considr & realiz *one thing*, which seems dificult indeed to be impresd on the public mind,—that this system is *a general one*, as wel as self-suporting & libral. It is prepard fr domestic conditio, fr mal & femal, & fr both in the sam institution, r family establishment, acording to the dictats of good sens, & the sacred scripturs, as in large & wel-regulated housholds of parents & children, brothrs & sistrs, & othr ocasonal domestic inmats. It embraces, as besor sugested, the physical, the moral, & the busnes departments, al to be carid onwrd in unisn, & just proportions, with the intelectual & ornamental departments,—with primary & clasic litratur, the comon, xact, analogical, & abstrus sciencies,—the necesary, the usful, the fine & decrating arts, & the concerns of *beletr* & polit lrning in genral; & al this at hom, wher it was desind that men, women & children shud habitualy dwel, & ther be usful & hapy. Who then can deny the superir wrth of such an education as this system is desind to aford?

But I hav mor to sa yet undr this head. It has been a comon & sor evl, to be unsuccesful in obtaning a living in the busnes fr which one has, at vast pains, endevrd to qualify himself. But this system, *by its genralnes*, prepars its subjecls, on failing in one kind of busnes, to engage in anothr, & to use thr lrning in it to obtan a competent livlihood,—tho it shud be nothing but agricultur, r manufacturing. r teching the primary branches of lrning. But frthr;—the education not only of our comon schools, but of our hir institutions of lrning, is xtremly partial, having almost an xclusiv regard to the intelectual powrs, to the vry culpabl & injurius neglect of the othr facultis & concerns of men. This ruinus err is sadly manifest in many lrnd & grat men, who hav mor mind than body,—mor gratnes than goodnes,—mor art & intrig than honesty & benevolence,—mor genius &

knolege than civilization & refinement,—mor theory than practice,—mor facultis fr busnes than disposition. Such ar mor lik Belshazr than Daniel—mor lik Haman than Mordecai—mor lik Tarquin than Brutus—mor lik Bonapart than Washington—mor lik Bur than Hamilton. It alwas distreses me to see eth feebnes of body, r nervus xitability—habits of idlnes, r dis-pated charactr—selfish ambition, r cruel tyranny—ya, morovr, *a savage, r a Satan*, in any of the lrnd & grat. It is the voice of resn, that the disposition, the knolege, the powr, & the habits of action, shud recev simultaneus atention & cultur, & gro up togethr. This sentiment striks at the root of a *monstrus mistak*, that maks *monstrus charactrs*. But this system, in evry stage, ams at forming a good genral charactr, wel-proportioned & wel-balanced,—at making men both xelent & grat. It thr-for has superir advantages, & recomends itself to genral patronage & adoption.

5. This system increses the valu of education, by qualifying its sudsjecs, in an eminent degree, to impart to cthrs what they themselvs kno. One of the most usful & lucrativ of the lrnd profesions, now practisd in this country, is that of wel-qualifid techrs in litratur, sience, & the fine & ornamental arts. This profesion, it is desind that ech pupil, who entrs at fiv yers of age, shal aquir, & in rathr an eminent degree, at sixteen: Fr, ech pupil, from the commencement of the cors, is lrning *what* to tech to othrs, & *how to tech it*. And whil it remains the duty, & the chef busnes indeed, of one genration to educat the nxt, this continual lrning *what* to tech, & *how* to tech it, shud preval in evry family, in evry feld, in evry shop, in evry factry, in evry school, & evry othr institution, r place, of necesry busnes r lrning; fr non can be xcusd from a ful shar in this main busnes of ech genration. Whoevr knows r lrns any thing valuabl, & has the powr of language & action, ot, at the sam tim, to kno r lrn how to comunicat a knolege of it to othrs. Hence I do not see the necesity of Normal Schools, r Techrs Seminars—*appropriatly & xclusivly such*. They aper to me no mor needed to qualify pepl to tech litratur & sience, & the ornamental arts, than they ar to tech smithcraft, carpentry, r any othr mechanical r comon trad, r usful busnes. Now I ask al sobr & consid-rat pepl, whethr they wud send thr children to cloistrd theorists, r to practical busnes pepl & the best prformrs, to lrn the-

comon, necesary & usful arts r trads fr themselves, & also how to tech them to othr's? The truth is, that any & evry place of usful busnes & lrning, of any sort r kind, as specifid abov, *ma be also, & shud be, to al intents & prposes, a Techr's Seminary*, wher the pupils wil lrn, & be constantly lrning, as in our institution, & as the yungr children in a comon family, & about the comon family busnes, *what to tech, & how to tech it*; & thus it wil reman so long as man remans a creatur of education, & not of mer instinct, & com into being in succesiv generations. This sentiment, I know, striks at the root of som vry sor evls & strong prejudices in our comon educational concrns, *especialy that of shutting up our youth in somthing like a monas-tery to lrn practical & profesonal busnes*, with which to obtan an honrabl livlihood abrod among men. It is also in strong colison with a doctrin latly imported from the continent of Europ, & is becoming populr in this country, (wher things ar difrent as to the necesity of the cas,)—is oftn made to aper to many plausibl,—is geting into som of our Stat Legislaturz, & wil probably, fr a tim, reman quite curent, & oca-son vast expens, besor it shal rech its sur & final destiny, *entir rejection*. My objection to thos of such Seminariis, now xisting, is not, howevr, to them as litrary institutions, r places of usful lrning: *but to them as Techr's Seminariis, merly & apro-priately*. Multiply schools on this nw, peculir, self-suporting system of genral & libral education, & yu wil hav a plenty of frst rate Techr's Seminariis in the natural cors & ord'r of things. I beg that this frank avowal of my convictions on this subject, fr the good of my country, ma not disgust r ofend any advocat of Techr's Semiparis, many of whom I hily esteem, but who, I think, on this subject, ar mistakn. I also beg them to revw this whol matr, & that with deep concern & just impartiality.

6. Anothr thing which gratly augments the wrth of an education undr this system, is, that, in its natur & objecs, *it is wholly & alon purly republican*. It “rases the poor from the dunghil, & lifteth the needy out of the dust.” Its desin & tendency is, to banish not only ignorance & vice from the erth, but also tyrany & opreson of evry sort. Let it hav unrestrnd progres, & it wil presrv, xtend & improv al free institutions, both civil & eclesiastical. This results not only from its pro-visons fr self-suport,—thus giving equal educational privileges

to al of evry condition ; but also from the intrnal management it requirs, & its peculir arangment & formation of clases. No distinctions wr knon among our pupils, but thos of age & genral merit. Ther wr, howevr, held out to vw, constant & strong inducements to influence al to do wel, & that on corect moral principls.

The peculiaritis in the formation of clases, ar intended fr the sam end. They aris from the divison of the pupils, admited during elevn yers, into fiv clases only. The Freshman clas is desind to contain the pupils recevd during the three frst yers, & of cors to be divided into three distinct grads ; the Sophomor clas, to contain thos recevd during tw yers, and divided into tw grads ; and so of the Midl, Junir & Senir clases. The graduatng of the frst grad of Senirs anualy, causes an advance of one grad thro the whol. Thus the second grad of the Senirs becoms the frst ; the frst grad of the Junirs becoms the second of the Senirs ; & so onwrd to the frst grad of Fresnmen, which is suplid by admisons. This arangment wil place ech grad, of cors ech pupil, altrnatly in the society of superirs & of inferirs, & in the condition of formen & foloers, of helprs & the helpd. This plan of forming clases I considr entirly nw, & an importnt matr in al genral, economical & *republican* education.

This system of free, genral, libral & christian education, r som othr containing its chef feturs, must preval ovr the erth, besor truly christian republicanism, with the blesings of univrsal pece & purity of hart, & xelence of moral charactr, wil preval, & produccte al the rich tempral blesings xpected by many christians, & othrs, in som futur "Goldn" r "Milenial" age of the wrld. What tru christian republican & philanthropist, then, wil not encurage it ?

7. The mod of living requird by this system, which was partaily adopted in our institution, ads gratly indeed to the wrth of education. This mod, evn at the sam price, wud not only be far the betr fr helth & vigr, both of body & mind, but fr gustation too, r the plesur of eting & drinking, if you blush not to nam it. Besids, in comparisn with the dietetic practices of Nw England pepl, of the mor welthy & educated clases fr the last thirty yers, this mod of living wud cost but *haf price*. Of cors, it wud dubl the valu of the sam proprrty devoted to a livilihood. What an advantage this, thro lif. to thos d sposd to aval

themselvs of it! Here indeed is an imens object. Fr it wud sav the yung one half of thr tim from fiv to sixteen yers of age, (during which trm it has been alowd that children usualy pay thr wa, & that only), r about sevn hours a da, to be devoted to xtra lrning & a genral education. What wondrs this wud of itself acomplish in the province of education, during the long cors of elevn yers; & that too asid from the considration of the grat increas of the wrth of this tim, by union, during most of it, of propr wrk with oral instruction! Now, if the saving of one half of the tim of children from the usual xpens of living, during such a trm of thr ductil, forming age, fr the prposes of education,—the grat increas of the valu of this living,—& the genral plenty, es & comfrt during lis, proceeding therfrom, be objecs of any consequence,—then surely an education undr this system, in which this mod of living is an esential part, is proportionably valuabl.

8. An education undr this system is of grat & superir valu, becaus it tends astrarwds to prevent, in wrkshops & othr companis, especialy of yung pepl, ethr a painful vacuity of mind, r such “evl comunications” as “corupt good manrs,” by substituting in place therof, such profitabl convrsation, r oral instructions, acording to thr erly habits, as wil promot sobriety & vrtu, dignity & wrth. This is a considration of no smal importance to the population of any manufacturing country; of cors to that of Nw England, which is rapidly becoming such a country, & is colecting fr busnes, into convisibl companis, many of its yung pepl of both sxes,—situated of cors vry favrably fr improving, r demoralizing ech othr. This shud be wel considrd by al.

9. The superir wrth of an education undr this system, ma aper from the foloing considrations:—Grat care has been takn, irrespectiv of formr customs, to ground its principls on the harmonius dictats of natur, of Divin Providence, & the Bibl, thes three grat & only mediums of revelation from God to man. Thes hav stood, & wil stand, the tru, the chef & final corectrss of the wawrd feelings & conduct, opinions & customs of fro-wrd, ering man,—restoring him soonr r latr to the paths of truth & honr, riteusnes & felicity. Surely, then, a long cors of education—long enugh indeed to produce a system of corect sentiments & habits, & of qualifications fr self-government,

self-direction, self-education, & fr suprt & usfulnes in lif, formd on thes prinsipls, must b of vastly superir utility, prsnal & sosal. But frthr; 10. It is a maxim with me that al prsns of comon facultis, ar formd capabl of education & sucsesful entrpriz in *somthing* fr the benefit of themselvs & othrs, and that *this somthing* may, & ot, erly to b discovrd. This systm, bgining in sesn with children, givs fair oprtunity fr the development of thr geniuses, inclinations, capasitis & facultis, & that in propr tim to b discovrd by disrning & fathful parents r techrs, & to resev a propr direction into that cors of lrning & busnes fr which natur desind them, & in which alon they can xel, r b usful & hapy. Thus yu se that a long cors of *mis-education*, r misapplication of tim, talents, & labr, is here scarsly probabl. When- evr any pupils aper tird of one kind of lrning r busnes, r aper to hav no natural adaptednes to it, ther is tim enough to trn them to another, & *another stil*, if nesesary. Shud any manifest a disrelish, r avrson twards evry important litrary & scientifc sub- ject, which, howevr, undr the provisons of this systm, is scarsly probabl, then let thr atention b trnd to som of the usful & ornamental arts; r to som one branch, r mor, of the comon ne- sesary busnes fr lif, al which ar vry valuabl parts of a good erly education. *But nevr crowd them with any kind of lrning r busnes in which yu canot r do not, sonr r latr, xit thr nobl felings r genrus zel.* A strict obsrvans of this rul wud prevnt much shiflesnes, idlnes, povrty & misry, & ad gratly to the quality as wel as *quantity* of education, & rendr it strongly probabl, that no one wud graduat from an institution of this sort, without the nesesary qualifications fr som productiv, usful & respectabl busnes & station, in a fre, enlitnd & republican community.

Now, if al, r any, of thes ten resns, b sound & prtinent, then *a thrd important position*, & also *a thrd chef pilr* in this systm of education, is establishd; namly, *that an education undr it is of superir valu.*

With the notis of som frthr advantajes of this systm, I shal clos this lectur. And

1. It blends in fit relativ proportions, the good & wrthy parts of othr systms, & the many difrent usful methods of instrucion. Ther ar probably peculir advantajes found in al the dif- rent systms & methods of education & instrucion, which hav ben invented & trid in difrent ajes & countris. It has thsfor ben

an object with me to combin & amalgamat al thes advantajes, & as many othrs as I culd discovr. Hens, in forming this systm, ther has ben a constant aim at colecting & uniting, in sutabl relations & proportions, the distinct & apropiat bnefits of a privat & a public education; of a jenral & spesific one; of one in litratur, siens & busnes; of one in morals & the relijon of natur & the Bibl; of one in the ornamental, as wel as the mor nesesary & substantial branches; of one, in fine, prsud by the difrent methods of instruction, as circumstanses ma allow, r xpediensy demand, such as oral & bok instruction, solitary & sosal, self & preseptral, mutual & monitorial, theretic & xperimental; also, that of study & reflection, of natur & of art, of xampl & of practis, of jrnnyng & periodical reding fr an aquantans with the wrld, & the histry of ons own tims, &c. If any thing considrabl tords this grand object has ben acomplishd, surely a good wrk in the provins of human improvment has ben bgun, which, by al means, shud be prosecuted. A systm of education, comensing with the frst, r vry erly oprations of physical, sensitiv, moral & intelectual natur, continuing thro a regулr cors of ten, twelv, sisten yers, r mor, of the forming aj, directing & encrajng the primary esrts of the varius powrs, by difrent apropiat means, such as striking pictural & modl representations, by the kindest & planet oral instructions, & at just aj, by the rit use of propr boks; a systm inded desind fr jenral improvment in al things that go tords rendring pepl agreabl & usful, respectabl & hapy;—such a systm truly as must, on al hands, b aknolejd to b fr the bnefit of the wrld, *is grattly ned-ed.* Now, if this systm shud chans to b such a one, how important that it b spedily & univrsaly non & adopted.

2. This systm taks any children of good promis, espesaly the most ned-y & unfortunat, including thos of ethr sx, ho, by bodily infirmity, ar unfit fr any busnes xcept that which is sedentary & liht, at about fiv yers of aj, & caris them forwrd til about ~~six~~ten, wholy by the cultivation & employment of the own powrs, in a cors of jenral education fr comon r profesional lif. It is desind to *finish* the primary, clasic, & profesional r busnes education of femals, by the last mentioned aj, r, to frnish them wel fr self-control, self-teching, self-car, & fr wrth, respectability & enjoyment, in any propr condition r employment in lif, espesaly that of houskeprs & of primary techrs. But I wil not enlarj

on this topic here; fr femal education, acording to the plan & provisons of this systm, is to b the subject of the nxt lectur. From this item, it apers, that this is a *charitabl* as wel as an educational systm, &, on that account, it shud b duly apresiated.

3. Such is the simplisity & economy of this systm; such the es of puting it in opration imediately in any plas, in any r al of its mods, by any qualifid techrs; so litl the hazrd of los in cas of falur r discontinuing the busnes, that none ned b afriad of trying it. This is to be reknd as one of its advantajes.

4. Shud any institution undr this systm b found aproaching a stat of povrty r want, its finansial condition miht b vry esily improvd, ethr by crtaling xpenses, r by prfoming on emrjensy mor of productiv busnes, r by atending les, fr a tim, to bok-study & manual lrning, r by lengthning the trm of the regulr cors. In this ar found means of presrvation & prpetuity, which othr systms do not aford. This is surely an advantaj.

5. The nesesity & oprtunity togethr of obtaning education, if at al, r, of storing up in ons own self, the vry best of proprrty, by ons own esrts, awakn the entrpris of yuth, incres thr dili-jens & enrjy, & giv them a far betr education than can b obtand in any condition of welth & es. In this thing, *povrty, insted of welth, givs powr*. This was the cas with the ansent Greeks, ho wr comparativly fw & indigent, in thr conflicts with the far mor numrous & opulent Prsans; & the sam is oftn the fact in our da among men. Now this systm ofrs this oprtunity to al the yung, ho poses talent & entrpris, howevr poor, & of cors *chanjes thr povrty into riches!* This is indeed a grat & singulr advantaj.

But, afstr al, I depend but litl on speculativ resning, r mer the-
ry, r any arguments that presed xperimental prof. Facs aion
must finaly spek, & desid the merits of this, & evry nw project
fr the improvement of mankind. Fair & thoru trial, & a disposi-
tion to se & aknolej the results, is al that is now demanded.
But let none depriv themselves of good, by want of du candr &
patient & thoru investigation. Let prejudis & naro & ilibral
vws b banishd, & sobr resn & Divin Revelation sit & rein un-
distrbd on thr thron. Amen.

LECTUR V.

FEMAL EDUCATION.

This lectur has special consrn with femals,—with parents of rising dautrs,—with truly republican statsmen & christians,—& with the frends of al just means of rasing the tru wrth & glory of femal charactr. It embrases a subject which has, during forty yers, taxd my hart & mind;—but mor severly the last eiten yers, at the comensmt of which, not only the importans, but the possiblnes also, of a self-suporting systm of jenral & libral education fr femals, becam to me mor apparent. This subject truly lis at the foundation of jenral human improvmnt, honr, & hapienes: Fr, the mor delicat sx, as the erliest & most efisent educatrs, hav *much* to do, & *do* much indeed, twards produsing the charactr & condition of mankind. Thrsfor, in preparing a most efectiv agensy fr the jenral & prmanent good of our ras, both physical & sensitiv, mental & moral, natur & xperiens tech us to bgin with the finr & farr material.

This whol systm of education had its oriijn in a strong sens of the radical defecs in both the quality & xtent of the usual femal education, & an ardent desir to frnish yung femals, espesaly thos of the les opulent clases, & *al so disposd*, with an education far mor jenral, xtensiv & valuabl. Of cors, it was nesesary that it shud contain, as an integral part, the means of an entir, r almost entir, self-suport. Such a system has ben provd sesibl, by bing practisd in a smal institution, in the Stat of Nw Hampshir, rising of six yers, & was found evn to out-do al my own previus xpectations, & to ansr almost as wel fr mals as fr femals, & fr both in the sam seminary. This protracted xperiment givs me ful confidens in the ability of the systm, to aford to al femals of comon facultis, ho can b alowd thr tim, by the xrsis of thr own powrs, from about fiv, six, r sevn yrs of aj, to about sixteen, sevnten r eiten, *a thoru & libral education*, embrasing al nedful literary, scientifc & ornamental lrning, the thery & practis of houshold busnes, the comon femal trads & occupations, the consrns of helth & physical efisensy, the prinsipls & habits of car, netnes, economy, ordr, civility, vrtu & enry; &, by protracting the tim, if nesesary, to any xtent to

which thr talents & entrpriz ma lead them. The jenral adoption, then, of such a systm, fr the education of those ho ar to b the futur companions, the mothrs, & the erliest techrs of the sucesiv jenrations of our cuntrymen & of the hol ras, canot b thron among the trifling afars of christian republicans.

Defecs in the Formr & Comon Methods of Femal Education.

In the liht of the present aj, xamin the usual methods of femal education, rising abov the atmospher of the comon scols, as jenrally practisd in this cuntry, fr mor than haf a sentury, & yu wil find them vry defisent in matrs quite material, & loudly caling fr radical improvmnts. Alow me now to point out som of thes defisensis, & to sho thr remedis in this systm, —which is the chef object of this lectur.

1. The xpenses, evn of this vry defisent education, prsud to any considrabl xtent, hav ben byond the vws, felings, r means of the grat mas of our population. In cases wher yung femals cud not bord at hom whil atending hi femal seminaris, the xpenses of ech, bsids hr tim, not crtald by any charity, direct r indirekt, including bord, clothing, tuition, rom-rent, boks, transport, & al othr items & insidentals, hav not, I presum, on a jenral avraj, falm far short of *four dolrs a wek.* At the Ipswich Seminary, Mas., wher I conclud christian economy was taut & usd, al the xpenses amounted, I belev, to quite that sum. At the Mount Holyok Seminary, at South Hadly, Mas., yung & flurishing, an institution vry populr with the industrius labring clases of Nw England, tho partiaiy self-suporting, notwithstanding al the laudabl & sucesful efrts to redus the xpenses, if my infrmation & calculations ar corect, stil they amount to but a litl, if any, short of *thre dolrs a wek.* At the institutions desind fr the libral education of the opulent, in which not only clasic litratur & siens, but the ornamental arts, ar much taut, I think al the abov-namd xpenses amount vry nerly to a dolr a da. In ord'r that a fathr ma, at this rate, educat a family of dautrs, he neds not only a vry libral hart, but also somthing lik a prinsly fortun. The natral consequens of this, whethr it arises from the indigens, the ignorans, r the parsimony of parents, is, *that a vry larg portion* of our yung femals resev but litl education, sav fr a subsistens, barly tolrabl; & *that* at the comon scols, wher jenrally the revrs of femal delicasy, & the refinement of the

moral felings & sentiments, is promoted. Wherevr this is the fact, society is retarded in varius valuabl improvments, & the distinctions btwen the difrent elasēs of society, as to welth & powr, mutual respect & social intrcros, ar daly groing widr & widr, mor & mor injurius & opresiv to a vry considrabl part of the community, & alarming to al sound-harted & enlitnd patriots & philanthropis. Provison then fr a femal education mor xten-siv & equalizing, as wel as mor thoru, rational, & usful ;—provison which shal prevent the evls arising from the usual xpens, is imperiusly demanded. The want of such provison has causd a ruinus blot, r rathr a dangerous chasm, in our stat & national polity, & in our many important sivil, litrary & charitabl institutions. Now this peculir systm of education, maks this provison completly. Fr a most valuabl jenral education, it requirs no xpens but that of tim, from about fiv to sixteen r eiten yers of aj ; & oftn not al that indeed ; fr in my trial schol, bfor aluded to, som of my eldr inmats, that wr temprary manual-labr bording scholrs, in vry good tims, bsids paing thr wa, *laid up*, by thr wrk, somthing ovr & abov thr education.

If I do not mistak, it is a sentiment curent, evn among the les welthy, that dautrs from the aj of fiv, six, r sevn yrs, to eiten, usualy ned fr thr own suport & comon scanty education, al they can ordinarily ern, r mor. This setls the question whethr parents wud b pecuniary losrs by erly devotng thr dautrs to such hi privileges, provided the objection of xpens shud b removd by any fesibl method of self-suport.

The most degraded, vitiating, & misrabl portion of any stat r nation, not disfranchisd, consists of thos ho wr poor femal children, whethr orphans, r the dautrs of vry indijent & corrupt parents, whos minds, in erly lif, wr not duly furnishd & elevated. Tak awa the xpens of a frst rate education from bfor such, & yu at ons opn the wa, directly & farly, to thr advansment in wrth, honr & hapines ; thus ridng fre republican sosity of its most pestisrns, trublsm & lothsom part. Here surely is an object fr evry enlitnd citizn.

Besids al this ; remov the xpens of a hi femal education, by adopting a just & practicabl self-suporting systm ; & al vrtuus femals of comon capasitis, miht, without mony, procur a far mor valuabl education, than both talents & mony togethr hav ben acustomd to accomplish. Fr, *in the vry matrs of self-suport*, they

nesesarily aquir the nolej & habits of busnes, a most important part of a good & avalabl education.

But this is not al. We do ned self-suporting femal seminaris, located at convenient distanses thro the land, espesaly fr the jenral & libral education of the dautrs of christian ministrs, whos proprty is usualy far from equaling thr education, thr influens, & respectabl standing in good society; also, ocasonaly to acomodat the dautrs of som welthy & truly wis parents, ho ar economical & truly republican in thr felings & practis; also, to frnish a mor prmanent hom, a mor parental & trusty supervision, & a good education, to som welthy orphans, & to the dautrs of foren residents & foren misionaris,—that thr patrimonis, if any, ma b resrvd fr setlment in lif.

Such establishments, tho smal, if proprrly difusd, wud also tend to ras the standrd of comon domestic education, theretic & practical, & jenral improvmnt in housshold consrns, *somthing xtrem-ly nedded.* What vast vantajes, then, wud result from removng al pecuniary obstacls in the wa of a most jenral, xtensiv, & usful femal education.

2. The tim alowd fr a femal education has ben *too short.*— This has probably ben occasond mnch by its grat xpensivnes & lat comensment. In this short tim, a mer patch of the grat feld of usful & libral femal lrning, culd b tuchd, & evn that must b pasd ovr in a hry. The mind is stord with a fw crud materials, & a smatring only of the varius branches. Nothing is plasd in ordr, r proprrly digested. Nothing, almost, is made sufisently practical, r redusd to practis. But this systm, by removing the xpens, & bgining erly, at ons braks the naro limits of education; prevents al hry; givs oprtunity to dijest al things proprrly & in sesn, & rendrs evry thing practical; & puts in practis, & that too in the comon afars of life, most of the important branches of lrning.

The shortest tim herin contemplated, is from fiv yers of aj to sixteen, to b spent according to som regulr cors, lik that soon to b delineated. This trm of elevn yers givs oprtunity to lrn, & to lrn wel, thereticaly & practicaly, the many parts of a jenral & complet education.

In adition to clasic & busnes lrning, this systm afords superir facilitis fr *genral nolej*, aquird undr propr gidans, by xtensiv reading, espesaly of good select periodicals,—much travling &

obsvrivation. This provids a nesesary & suffisent antidot aginst the unsosal, stif & forbiding manrs, & the varius disagreabl ec-sentrisitis, insident to a reclus & studius femal lif, which shud by al means b avoided. Now whethr it lead yu to derid me, r not, I can, from xperiment & sufisent trial, confidently asrvin, that, in my vw, it wud sem no vry xtraordinary asfar, within the presincs of this systm, fr femals undr its advantajes, besids self-suport, & the ornamental & busnes branches, by the aj of eiten r twenty, to aquir as xtensiv, as solid, &, on the whol, *as good* an education, in *litratur, sciens & beletr*, as has ordinarily ben posessd by yung men graduating from our colejes.

3. Ther has, in femal education, ben enssential falur with respect to domestic philosophy, houshold consrns, & usful femal trads & occupations, proprrly intrwovn with othr branches of lrning. The evls ocasiond by this, espesaly in the mor advanced grads of society, hav ben severly felt, in the prodigal wast of helth, hapines & evn lif, in the selibasy & consequent lisentiusnes of the othr sx, in redusing opulens to begary, & in adding misry to indigens & sad revrses of fortun. But this systm provids aginst thes numrus & sor evls, by giving, a competant education, theretic & practical, in thes matrs so esential to comon lif, & so condusiv to domestic prosperity, comfort, & joy. This yu wil prsev by atending to the cors markd out in the foloing

Schedul of Subjecs & Matrs of Atention fr Elevn Yers.

FIRST YER ; A. 5. This is the proprr aj fr children to quit the infant staj of education, & to comens one according to this systm. They shuld, this yer, & subsequent yers, fr the prposes of helth, good habits & self-suport, pa som atention, ech da, to such liht chors & labrs as ar fit & proprr fr thr aj, & b mad to feel that they hav a charj to which, in proprr seson, they must punctualy, promptly & fathsfuly atnd without frequent notis & odmonition. The instructions givn them shuld b of the oral, sampl, & modl kind, & relat vry much to facs & simpl prinsipls in comon things, & without formality, shud b conducted by the planetest & most intresting ilustrations, pictural representations, & as far as possibl, by actual obsvrivation. They shud resev instructions in languaj, in numbrs, in natural histry, in drawing & music, & such othr usful branches as yu can mak *plain*

& interesting to them, & non othr. Thr physical, mental & moral sensibilitis, shud b much cultivated by frequent application. They shud hav litl to do with letrs, unles to lrn thr nams, & to form them on sand bord, r slate, with fingr, r stik, r chak, r pensil. Let them b intrested & plesd, gided & taut; but nevr crowded r disgusted with lrning, r any thing in its atmospher. Fr the powr of erly prejudis is vry grat.

SECOND YER ; Æ. 6. Much atention shud now b paid to the felings, the sentiments, the preposesons, the likis & dislikis, & espesaly to *the habits*, of yung femals. On acount of the in-*vetrasy* of habit, a good habit is a vry valuabl articl of proprty; but how degrading & ruinus is a bad one. A prsns habits astr al ar the foundation fr confidens, r the want of it.—Let them continu in things bfor mentiond.—Atend som, as they ma sho a desir & relish, to vry esy reading. But they shud not b alowd to read any sentens vocaly, without previusly, by oral instruction, undrstanding wel the mening, the spelng, & etymolgy of ech wrd. To secur, & xhibit, thr nolej of wrds, let them form short & esy sentenses of thr own, containing one r mor of the wrds which they hav ben lrning, that they ma mak them efectualy thr own, & to hav them alwas redy at hand fr apropriat use. Thus they will b, esily & imprseptibl, advansing in defining, spelng, reading, gramr, & composition, *al at ons*. They must not b hurid in the use of letrs. They shud b intrested & led on by varius indusments in evry matr, & not b subject to werines, r irksom & distresing lasitud. Let them b taut submision & strict & promt obediens to propr authority;—prety & modest bhavir;—esy, natural, frank, & respectful ap-*erans*;—du atention to thr own prsns, & to matrs & things arround them;—*car, netnes, savingnes, ordr, & activity*.—They shud b led onwrd, as fast as ma b, in the grand matrs of self-presrvation, self-govrnment, & self-instruction. Thes ar things that shud recev much erly atention.

THRD YER ; Æ. 7. Ech shud, som part of the tim, assist in cooking;—in the consrns of the tabl & of the tabl frnitur;—in the consrns of the beds, & othr houshold asars, togethr with thos of the flewr & botanic gardns;—jenrally howevr, as a sort of an apprentis to anothr & a mor advansd pupil, & in company with hr. Whil atending to thes things, instructiv convrsation shud b carid on, by the acting forman, respecting the natur &

objects of the busnes in hand, & the best ways of doing it, r, on othr subjeecs. This wud divrt the mind, prvent fatig, & b othr wis profitabl.—They shud resev oral instructions, whil doing wrk that allows of it, whethr siting in clas r not. *Grat eforts shud b usd to hastn them forwrd in the nolej & use of vrbal, oral, vrnaculr languaj.*—Much shud b don now in mental arithmetic, & in drawing diagrams, the numerical figrs, the letrs of the alphabet, & varius othr shaps & forms fr divrson & a plesant substitut fr othr busnes, whil resevng oral instructions.—Jeography, including jeolojy,—physiolojy, including anatomy,—natural, sivil & sacred histry, & music;—al thes shud, thru the hol cors, resev mor r les attention.

FORTH YER; AE. 8. Progres shud b mad in varius branches of lrning bfor bgun, such as physiolojy, languaj, music & histry, including travls, voyajes, & biography.—Atend som to varius esy reding fr advans in languaj & jenral nolej. Bgin to rit, paint, travl fr divrson & improvment. Practis ritn arithmetic ocasonaly.—Fine sewing, niting & brading of varius kinds, shud b usd to xrsis thr ingenuity, & to improv them in thes arts.—Along in this staj of lif, from six to about twelv yers of aj, much ablution & athletic xrsis in busnes, divrsions, & recreations, as much as ma b in opn air, shud b encrajd & practisid.

FIFTH YER; AE. 9. Varius things usualy found in spelng boks, shud b lrnd, such as the objecs of letrs, thr difrent sorts thr respectiv osises in representing oral sounds, thr unions & combinations, the use of thr capital forms, & thr mening a Roman signs of numbrs,—abreviations of wrds,—punctuation —the spelng of wrds, similr in sound, but disimilr in orthog raphy & mening,—the difrent mesrs of vrs,—the modulation of the vois in reding & speking, including the grand consrn of acsent & emphasis,—also vulgrisms & thr corections.—Thr syntax of the English languaj shud recev som atention.—Com position fr corection shud b ritn as oftn as ons a month, & continuald to the end of the eors.—Comens the charg of som pticulr busnes in domestic asars, & som car & direction of yungr grl employd with hr in the sam busnes.—The senses o curiosity & novelty, of buty & deformity, of harmony & discord, of grandur & sublimity, of propriety & impropriety of fitnes & unsfitnes, of dignity & menes, of onr & shame,—

of & of rit & rong, shud at this aj b much cultivated, that the
child ma b mad to shudr at the idea of any thing incorrect r bas
in in hr own sentiments r conduct, evn if non only to hrself. The
vast importans of this thing, it seems has ben comparativly but
slitl felt.—Instructions in the moral qualitis of good caractr,
espesaly the religon of natur & the Bibl, shud b erly bgun, &
acarid on, thru the cors, prticulrly on the Christian Sabath, &
in conection with the daly sosal wrship of God.

The objecs of the formation of the difrent sxes,—the proper
atretment of ech sx tods the othr,—the important consrns of
marij, of vrtuus & onrabl intrcors & jenration,—also of what
is visus, unlawful & bas btwen the sxes, shud as erly as this, b,
hby the mothr of the family r seminary, fuly but privatly taut
with the purity, simplicity, & dignity usd by the insprd wrtrs
of the sacred scripturs on thes delicat subjeecs. This wud form
in the mind the substantial prinsipls of desensy & chastity in
rihart, spech & action, & the only frm & efectual barier against
that fld of unchast lisentiusnes, whethr solitary r social, that
is floing, evn among children, to an alarming degr, & is thret-
ening to inundat, degrad & putrify our nation. The necesity of
the cas demands, & justifis, this alredy vry lat notis. The provi-
dens of God has givn me nolej of such a multitud of apaling
facis in relation to this matr, as hav xited my atntion & anxietis
as a parent, as an educatr, as a philanthropist, & a christian.

Six YER ; A. 10. Refinement of felings & manrs ; prid &
humility ; vanity & modesty ; arogans & meknes ; presumption
& jentlnes ; indifrens & xitments ; impudns & bashfulnes ; felings
& xpresons respecting ones slf ; srbarans & revenj ; emula-
tion & envy ; condesenson & srvility ; slf-control & forgiv-
nes of injuris ; prsonal & sosial rits ; truth & falshod ; speking
& keping silens ; tradition & custom ; resn, prejudis & delu-
sion ; dignity, independens, & asability ; industry & economy ;
independens on prsonal esrts, & the peculir enjoyments of thr pro-
seds & results ; the aquisition & use of proprty ; wrldly hapi-
nes, prsnal & sosal ; proper conduct in cas of insult r assault ;
behvir in prosprrty & advrsity, & in tims of danjr, sudn emrjn-
cis, & stranj ocrensees ; the natur & application of wisdom in
genral,—al thes, ar subjeecs proper fr much atntion & instruc-
tion at this aj, & aftrwrds fr revw & composition.—Bgin botany
& gardning.—Advans in varius busnes fr education & slf-sup-

ort.—Let pupils about this tim, b plasd wel on thr gard aga afecation & xentrisitis in thr manrs. Let them improv as much as possibl ; but let them b thr own, simpl, unasumin unafectd slf stil.—Al this surely is a grat & good wrk fr o yer.

SEVNTH YER ; AE. 11. Let the pupils bcom formen in su labrs & techings, fr which they hav bcom competent. Th shud b kept up thro the remandr of the cors, fr asisting t faculty, & aquiring fr themselvs the profeson of educatrs techrs. Atend to rudiments of hir sienses ; to the philosophy languaj, oral & ritn ; to Latn & French,—a litl to Hebrw Greek, & prhaps othr languajes, chesly howevr, fr amusme & *jenrl nolej*.—Atend to washing, irning, & repairing garmen —to darying ; to cuting & making loos garments fr childre & such othr houshold manufacturs, as ar estemd nesesary profitabl, & fr which they ar competent.

EITH YER ; AE. 12. This aj of femals mab fixd on, if p viusly wel educated, as the ordinary boundry btwen childhod woman-hod, produsing the propr bhavir, & resevng the respect of yung ladis. It is an epoc in thr lif, which has us aly, in my family & educational institution, ben markd w peculir instructions, peculir presnts, & peculir confidns.—Ate to retric & critisism—to a regulr cors of sivil & eclesiastic histry, & cronolojy.—Comens painting, jeometry, trigonometry, & aljebra.—Atend much to music, both vocal & instrume tal.—The hir consrns of manrs, such as the propr combinati of dignity & es, modesty & confidns, respect & disdan, kin nes & caution, shud now resev much atention.—Wrk sem milenary, dres-making, & talring, & such othr femal ocupatic as ar sound convenient & productiv, & nesesary fr a comp busnes education. They shud read varius boks, ritn espesial fr the benefit of yung femals.

NINTH YFR ; AE. 13. Atend to minralojy, chemistry, dying cloths ;—to colecting a cabinet of natural & artifisal riositis ;—to the natur, causes, evidenses & remedis, prevent & restorativ, of comon family diseses, espesaly thos of femal —to the manufactur of varius articls fr family use, such as ca dls, soap, &c ;—to the varius branches of natural philosophi including astronomy ;—to mental & moral siens, & the rit

resn;—to conic sections & fluxions, & difrential calculus.—them now b mad to fel, that it is a hi object to b wrth somng, as wel as to b thot somthing of.

TENTH YER; AE. 14. Bgin by trns to suprintend the cook- & clothing, not only acording to nw & reformd methods, acording to old & comon methods also; & to the femal bus- that consrns the provisn fr a domestic establishment; that informing the providr what is nesesary, storing & loking to ftr brot into the hous, & placd undr femal car.—Bgin to & mak al kinds of garments fr mals & femals, (xept pr-
os mens coats.)—to presid at tabl, & wait on company.—Lrn v to resev propr atntions & wating upon by othr.—Att-
d to domestic philosophy, including the origin, constitution,
good manajment of familis; also a carful, neat, economical,
irly, & enrjetic houswifry; the jenral education & diciplin
children, physical, intelectual & moral, from the frst jrm
being, whethr in familis, r schols, r othr institutions; also
education of femal yuth.—Som things, comensd bsor, shud
continud, espesialy the siens of mind & morals.

THE ELEVNTH & LAST YER; AE. 15. The pupils shud discuss portant subjecs & questions among themslvs; atend to the rits obligations of men in soiety,—to the varius indications of ractr, & motivs of action,—to the dutis & privilejes of femals the many probabl & possibl conditions of lif,—to the matrs sivil govrment in jenral,—to the comparativ merits of difrent rms of govrment, espesaly to our own national & stat constitutions,—to the valu, presrvation, & propr aplication of propr.—& to bok-keping.—The yung ladis shud, this yer, pas a nral revw of the hol cors, & note in a bok the mor important atrs fr refrens in subsequent lif.—They shud resev many kind apropriat parental instructions & counsels on leving thr Al-
n Matr, & steping abrod into the wrld.

It wud b wel, fr institutions of this sort, whethr xclusivly fr mals r not, to b regulated & instructed by a faculty, consisting a suprintending Fathr & Mothr, & othr nesesary asistant pa-
nts, chosn & sustand by a bord of trustees, & undr the supr-
ision of a bord of visitrs. Individual & independent femals,
ewevr, of sufisent lrning & entrpris, of good finansal &
conomical facultis & habits, mit possibl sucseed wel with similr
stitutions of twenty r twenty-fiv pupils,—femals only.

In my infant institution, denominated "the orphans hom, united with a self-suporting seminary fr jenral & libral education," vry considrabl atention was paid to domestic asars, that vry important, but comonly neglected branch of a good & availabl femal education. At the semi-anual xamination, on the fort. Tusda of Octobr, 1836, the femal pupils, fr the frst tim, wr x amind on the origin & constitution of familis, & the most important houshold matrs, including houswifry in jenral. Und this hed wr aranjd—1. Hous-keping. 2. Dietetics, including the femal consrns of provison, the cooking, darying, & the a fars of helth & medisin. 3. The clothing department. 4. Domestic manufacrturs. 5. Infant education, physical, mental & moral. This part of the xamination, being a nw thing in the land, if not in the wrld, xited considrabl atention & intrest a mong spectatrs.

Now I ask al the wis men of the land, & wis women too,—the Solomons & the Franklins, the Abigals & Hana Mors of the da,—whethr the grand consrns of houswifry, theretic & practical, shud not, in conection with litratur & siens, manrs & mor als, constitut a larj & honrabl portion of femal education?—This wud not, as som object, prevent r diminish buty of prsn, nes & gras in motion, nr any desirabl delicasy & refinement o feling r manrs. On this so grat & important a subject, I cano now dwel, but pas to anothr falt in the old methods of femal education.

4. Ther has ben stranj & dolful neglect in the physical de partment. This has a strong relationship to the forgoing. I canot belev the public mind to b so deluded, as not to b in som mesr sensibl, that in the comon method of femal education, the physical stamina hav not ben sufisently nurishd & garded, the bodily helth & esisensy not duly promoted, & the corporal powrs not proprrly xrsisd & improvd. Nr could this b don indeed, on the old plan, without prodigal wast of tim & strength, thron awa daly in sports & plas. The evls from this sors ar byond calcu lation. O what criminal wast of helth, of comfrt, & evn of lif, has ther ben, espesaly among the mor welthy clases. The musls must b xrsisd, & that abundantly, r physical damaj must nesesarily ensu, & the crs inflicted on woman gratly increasd. The human family wr formd fr activity of body & of mind. He r she ho breaths & sleps, eis & drinks, must xrsis in du propor

tion, r ethr comfrt, r helth, r lif wil b sacrificd. Busnes at ons plesant, onrabl & profitabl, engajes the mind & xrsises the hol systm, is mor liabl to b prsud calmly, stedily, tempratly, regulrly, & with good felings, & is thsfor, in a being of reflection, moral sens & forcast, mor condusiv to helth, than mer sport r pla. Regulr & engajing xrsis, natur demands, & must hav, r she wil, sonr r latr, mak us feel hr just displesr. Think not, ye parents & dautrs, of violating natur with impunity. The da of retribution wil surely com.

Insted of habits too sedentary & inactiv fr bodily development, helth & vigr,—insted of waltzing, jumping the rop, & calisthenics,—insted of varius jymnastics, gambolings & rompings, othrwis profitles, this self-suporting systm frnishes almost a ful suply of divrson & recreation to the mind & xrsis to the body, in varius busnes, at ons nesesary, plesant, helthful, profitabl, &, withal, condusiv to a vry esntial part of a good femal education. This is manifest from the cors just markd out, & the advanses made in that cors by my trial schol.

In addition to xrsis & recreation, a good physical education has, from infansy, & evn from brth, much consrn also with diet, aring, clenlines, clothing, sleep, mental quietnes & gladnes of hart,—al fr helth, efisensy & comfrt. I did not nam *medisin*; becaus I think that, if femals wr manajd & treted proprrly from the comensment of thr xistens, vry litl, if any, wud b nedded.

With regard to thes chef matrs in a femal physical education, ther hav ben jenraly practisd vry prnissus errs. This is planly provd by the much seblnes, the grat use of medisin, the nervs diseases, the vast sufrings, & the dolful degre of prematur deth, among the vrgins & mothrs, the buty, deliht & g'ory of the land. But to point out thes errs vry particulrly, & to sho thr cur in this, r similr systms & institutions, is a wrk too larj to b now undrtakn. This has ben don by Doctr Wm. A. Alcot, in his Library of Helth, Yung Womans Gid to Xelens, Yung Houskepr, Yung Mothr, & Mothr in hr Family, & by othr authrs also.

5. By the usual mods of a hi femal education, xpectations ar liabl to b rasd in the yuthful mind, which in aftr lif ar not likly to b realizd. This folos from the impresons & imaginatons that ar naturally consequent on spending the form'g aj, fre of

car, toil & anxiety, & in the enjoyment of es & plenty, *without prsnal efrt.* This is a grat evl in itself, & ads much to othr & unavoidable evls of lif. It has persd many a tendr & delicat hart with the cruel aros of disappointment. It has also promoted lisentiusnes & misry, by discurajng marij, r rendring it unhappy. A long & sad story, from obsrvation & xperiens, I culd here tel yu, had I tim.—But the practis of this systm dos, by varius means, tend to modrat yuthful hopes, to restran the wild & idl fansy, to produs sobr anticipations & col reflections, to consolidat the mind & setl it down upon the solid & saf ground of confidens in a suprintending Providens, & prsnal efisensy & wrth. This preparis the mind, evn of a tendr & timid femal, to meet without disma the many toils, privations & hardships—the many inevitabl disappointments of the present stat, & to endur them with nobl fortitud & heroic craj, if not with christian submision & patiens. It dos indeed, evn in childhod & erly yuth, aford an aquantans with comon real lif, in its evry da progres, its visisituds & unfoldings, & in its varius relations & dutis, trials & afflictions, busnes & enjoyments. This is what evry systm & institution of education ot to aim at; but what non othr evr accomplishd, r evn promisd. Shud this systm then, acording to the desin of its authr, acording to its evident tendensy, & acording to the present stat of xperiment, not only promis but acomplish this, it wil surely la just claims to patronaj & adoption.

6. The formr & comon methods of education do not produs in femal caractr sufisent frmnes & stedines of prpos. From the das of Vrgil, the prins of Latn poets, & how much longr I kno not, down to the present da, the foloing sentiment, whethr tru r fals, has ben abundantly utrd & repeted, & much to my regret seems comon in the wrld: “*Variabile & mutabile semper femina*”—(Woman is alwas givn to variablnes & chanj.) Here too, my own obsrvation & xperiens culd tel a long & dolsul tal, mor so prhaps than any mans on erth.—If this sentiment b not correct the sx is gratly slandr, not only by old maxims & sayings, but also by the customs of sosiety & the corts of justis, which seem to set no valu at al on womans promises, & allow them with impunity—as animals without moral agensy—to violat the most sacred & consequential of al contracts, that of marij, & unsrimoniusly to depriv nobl-minded & affectionat men of

al thr rits & enjoyments on erth, & to fix a wrs than assasins dagr in thr tendr & jenrus harts. Whethr this representation of womans *fiklnes, variablnes & instability* b just r unjust, I shal not now desid. My hart inclns me to think as wel as posibl of woman, & sutably to resent evry slandr upon hr caractr. But whethr just r not just, it must b agreed on al hands, that a stedy refrens, as in this systm, fr the trm of som ten r a dozn r mor yers of the molding aj, tords this nobl & distinguishing trt in human caractr, (I mean that of proprrly forming just & wis prposes, & stedily prsuing them,) wud naturaly hav grat influens tords establishing & prpetuating a caractr fr frmnes & prseverans in deliberat opinions & engajments, in *any* one, mal r f:mal; fr I think nethr sx at al ovrstockd in this vry nesesary & valuabl qualification. In ethr cas then, this systm is important.

7. Anothr particulr in this acount of desisenses is, that the old systm is jenraly so scanty & suprfisal in its oprations & results, as not to produs sufisent weit & meknes fr the xitments & flatris of prosperity, nr sufisent buoyansy & entrpris fr advrsity. In this wid, caprisus & stormy osan of lif, it givs too much sail fr the balast, & thus eminetly xposes to shiprek & ruin. The mind, insted of having a rich & xaustles tresur in itself, as a redy antidot aganist the depresing chils & sever strugls of advrsity—insted of being in itself a solid independent wrld indeed—is left empty & liht, destitut of strength & majesty,—is thron too much on othr intrests & vrsatil srcumstanses & unstabl fortun. In prosperity it rises too hi,—bcoms vain & suprsilius; in advrsity it sinks too lo,—bcoms gloomy & querulus. But a mind constantly educated, frn about fiv yers of aj, thro the long trm & spesifid cors, & acording to the provisons of this systm, wil jenraly, in good qualitis, abl facultis, & corect habits, aquir such abundant resorses in itselv, as wil plas it on independent ground,—as wil ras it abov the influens of unstabl ocurenses & fikl chanj,—as wil, in fine, not alow its being too hily elevated in prosperity, r its becommg too much dejected, fr lorn & retched in advrsity. Lik the glob we inhabit, it is not thron from its orbit r shakn from its sentr by such litl things as earthly riches & honrs, povrty & reproch. In fact, it is impossibl that a mind so replet with evry kind of valuabl furnitur &

presus tresur, shud b por & depresd. Here is prosperity & welth that canot b squandrd r lost.

8. The formr & usual kinds & methods of education fr femals, by som means, hav not sufisently informd them of the naturs, relations & analogis of things, to introdus them into the atmospher & busnes of nw inventions & improvments. Tho no clas of pepl hav had so much lesur, as that welthy portion of femals ho hav enjoyd the gratest privilejes in thos old methods of education now undr discuson; yet by no means hav they don thr part in the many inventions & improvments fr the benefit of the wrld, evn in thr own apropriat busnes. What labr-saving masins, r considrabl improvments, evn in the departments of domestic manufacturs, cooking, darying, washing, & any of the housshold afars—al in womans own clamd & aknolejd provins, embrasing quite haf of the intrests, privilejes & blesings of mankind—hav ben invented by woman? Othrs ma kno of many, but I realy kno of non. Al the mashins of any considrabl importans, usd in hous-keping, in making garments, & in domestic manufacturs,—al the washing & darying mashins,—al the cutlry & cooking utensils, such as stovs, boilrs, ovns, steaming vesels, &c., & al articls of comon r superir frnitur, wr, as far as I kno, invented by mals. Also in the consrns of music, wherin is much of the delit & glory too, & wherin is spent much of the tim, of the hiest educated ladis, I nevr knw an instrument invented, & scarsly a pes composd, by a woman. And such is the setld usaj in fact & thot in al cuntris, & in al ajes & jenerations, as far as I kno, that varius nw & usful inventions, discovris—& improvments, in any department of human afars, ar no mor xpected from woman, than painting from the lam, r sewing from the dov.—But from what caus does al this prosed? From want of facultis? This is by no meas genrally alowd. From want of industry? No;—evn the gentlmen of this countr shud oftn blush in comparish with the ladis on the scor of industry, espesaly in thr visiting partis & evnings at hom. From want of benevolens to the comon weal? Not indeed. It is testifid of woman in al parts of the wrld, in whatevr conditn, that benevolens & kindnes of feling & action ar distinguising trats in hr charactr. From what sors, then, dos womans want of inventiv effisency spring? From hr condition?

By no means: fr, as bfor hinted, non can b found in a mor favrabl condition, as to tim, proprrty, & othr facilitis fr inventions & improvments, espesialy within thr own provins, than the many welthy madns & widos, & the wivs & dautrs of the many rich & libral. What then *can* b the caus? fr the fact is indisputabl. Hr education? Ay: this is the tru caus of *many*, & prhhaps *most*, of the femal defisensis. In vw of hr education at hom & at schol, I wondr that they ar not mor & gratr, & mor ruinus. She has not, sufisently erly, ben put to the nesesity of forcast & invention; & yu al kno the quant old maxim, "Nenesity is the mothr of invention." Woman has ben made too much a resevr, foloer & imitatr, rathr than a projectr. Hr education has not ben sufisently physical & philosophical, & it has ben xtremly crtald as to tim, & educational frnitur & aparatus. It has not ben sufisently from natur, nr convrsant with the constitution & relations of things. It has not ben calculated as it shud, to produs mental efrts, self-teching, prsnal investigation, & clos & corect resning. Let femals jenraly b educated acording to this systm, & proper indusments held out, & I presum they wil soon xibit mor originality, & inventiv & projectiv jenius, & a far gratr aptnes to honr thr own sx, & to bles them & the land, & the wrld, with thr discovris & improvments. They wud then bcom trusty, usful, respectabl & hapy dautrs & sistrs, wivs & mothrs, neibrs & asosiats, & membrs of the sivil comunity. Now, then, yu se it finaly coms out, that thr education, rathr than thr facultis, condition r disposition, is chefly in falt.

If ther b any truth in this long acount of defisensis & errs in the formr & comon methods of a superir femal education, then surely ther ar neded vry grat & radical improvments.—Whethr the systm now undr consideration embrases these improvments, must b desided, not only by its objecs, plans & tendensis, but abov al, by its actual oprations & results. Length of tim—espesialy the elevn yers of its regulr cors—a skilful, judisus & fathful suprvision & manajment, must finaly sett the question of its merits. The trial of six yers alredy pasd upon it, tho amidst many dificultis & embarasments, & the sever persecutions of envy, bigotry & aristocrasy, tels of it a favrabl story. It wud surely dubl the weit & wrth of femal charactr, What an object then it dos present to the y of parental lov &

forisit, & to that of tru patriotism, philanthropy & christian benefisens.

Non wil deny that the best femal education is that which, in the best manr, fits the body, the mind & the hart, fr stability, disrnmnt, usfulnes, honr & hapines, in the most probabl stations & relations, trials & enjoyments of lif, & cals into xrsis daly, fr prsnal r social benefit, the many difrent powrs of woman, in the many difrent consrns of lrning, busnes & sosal intreors. To whatevr condition, r busnes, r fortun, femals ma b destind r cald, how vastly important fr themselvs, fr thr conections, fr the wrld, & fr postrity, evn to remot jenrations, that they aquir an xtensiv & thoru education, physical, moral & intellectual, & a systm of corect & usful habits. Dependens ma then b plasd upon them, that they wil fulfil not only thr own prsnal & domestic obligations, & thr apropriat & incumbent dutis, but that they wil also xrt a powrful influens twards purifing, refining & elevating sosiety at larj, & rendring it pesful, prosprus & hapy, not only in thr own da, but long aftrwrds; & thus bcom at ons most presus domestic, public, & prpetual blesings. How indispensabl then is a jenral, libral & thoru femal education.

From erly childhod, notwithstanding the sever conflicts btwen my hart & xperiens, I estemd & venrated woman. She ho gav me brth, tho in the dep shads of obscurity, was among the xelent of the land. Tho erly takn from me, it was not til she had dedicated me to the God of Abraham, & with a mothrs soft hand on my hed, & an y of fath twards Hevn, she sot fr me His blesings. That presus one, ho, with al the goodnes & fidelity of a mothr, conducted me, as a por orphan, to manhod, & then died, tho also ilitrat & in obscurity, was an ornament to woman-kind, & to the ras of Adam. I delit to honr thos lovly & belovd ones, & al of kindred xelens. O, how much wud I giv to se them on erth! but I hope soon & frevr to b with them in hevn. From such I derivd my erly & lasting impresons of woman, & my undyng & uncripld desirs to improv hr genral education, & to ras hr wrth & hr glory.

I wud not, howevr, by any means, tak woman from hr own propr spher, wher the good & wis Lord of natur plasd her, nr rendr hr masculin, nr mak hr a vrago r trmagant, but the en-

litnd, the discret, the pious, the accomplishd, the honrabl, the usful & hapy one, ho was mad to b "the imaj & glory of man," & "an help meet for him,"—the wrthy prsnaj, molded from the Bibl patrn, which is of al far the best, & can nevr b improvd. The most valuabl education then, fr femals, is that which brings them nerest to this patrn, & fits them, by the most natural methods & direct manr, fr the dutis, relations & chanjes of lif, & finaly fr the soiety, busnes & blesednes of the hevnly stat.

Let al then, ho wud be wis fr this lif, r that which is to com, b favrabl to this presius object, to which much of the best of my short lif has ben devoted ; an object no les, indeed, than the improvment, elevation & hapines of woman, & the promotion, withal, of the hiest prmanent benefit of mankind, by produsing a mor general, a mor libral, a mor thoru, a mor sanctifying, & a mor efisent education of our ras ;—& that too thro the medium of the mor domestic, the mor jentl, the mor comunicativ, the mor charming, & the mor patient sx, aftr being as wel prepard by *cultur as by natur*, to b not only the primary, but the most apt, benefisent & productiv educatrs of the hol.

In prosecutioin of this wid & enduring object, the systm now in part developd, has, aftr much study & efrt, ben devisd, maturd & provd. Whatevr ma be said of it, it dos evidently, with propr manajment, *frnish the grat desidratum in al republican stats*, systms & institutions, nevr bfor presented to the wrld,—I mean the facilitis to both sxes, *ho ar abl & wilng to labr & lrn*, howevr indijent, depresd & abusd,—fr the prposes of helth & jenral physical improvment,—of a comfrtabl hom & mantenans,—of al nesesary, solid, usful & ornamental education in litratur, busnes, & the fine & libral arts, & that to any xtent they ma choos, fr privat, domestic & public benefit. It dos in truth opn to al mankind, the hol wrld of improvment, & bids al, without distinction of condition r sx, to partak larjly of its rich & xaustles tresrs.

This systm was not imported, r far-sechd. It has ben produsd & tested here among American sitizens, & *is an American Systm of Education*, which we as Americans hav now fair oportunity to investigat & encraj, adopt & propagat. Shud this b don, it mit possibl xtend its blesings with our countrys nam ovr the wrld, & down the path of jenritions, produsing most grat ful aknolejments, as xtensiv & lasting as the jenrus emotions o

wel & libraly educated womans hart, til it shal emansipat the wrld from ignrans & vis, from opreson & wo.

F E M A L I M P R O V M E N T .

Thou finest, fairest part of man,
How long neglected li?

When shal som kindr, wisr plan
Thy mental wants suply?

Ye towring men, ye lrnd & strong,
Let woman b *yur* mate;
Fr presus rits to hr blong,
Upon rich lrnings seat.

Al that hav powr among the grat,
Bid woman nobly ris;
O ye ho gid the helm of state,
Hr elevation priz.

Enlaj hr nedful powr to aid,
Hr husbands welth & joy;

Enlaj hr powr the mind to feed
Of thr own grl & boy.

By this *fair* means mans wrth dos gro,
By this the nation thrivs;
By this *fair* means men wisdom kno,
By woman wisdom livils.

Thus only shal the church preval,
Of Jesus, womans frend;
Whil hr apt hart & mind aval,
To nurish & defend.

Let woman ner hr wrth debas,
Hr honr valu hi;
Frevr smil in vrtus fas,
Til vis shal shrink & di.

L E C T U R V I .

THE DOMESTIC CARACTR OF THIS SYSTM.

This is material, & forms one of its chef peculiarites; and thus its formation is in prsuans of the benevolent desins of God in preparing man originaly fr sosiety, & *fr domestic sosiety mor espesaly*. It is a dictat of natur & resn, that children of both sxes shud dwel togethr, & b educated togethr, in the sam institution; much afstr the manr of brothrs & sistrs in ordinary familis; for they *can b*, & if proprrly instructed & manajd they *wil b*, helprs to ech othrs sivilization & good morals, suport & comfrt, entrpriz & apropiat education, ech sx providing & doing fr the othr. whatevr is nesesary & du in thr own proprr lim-its. This was doutles the original method of education, & genraly practisid among the ansients. It now xists in the wrld, espesaly in Island, & is found competent to al prposes of vrtuus, honrabl & hapy lif. It shud b univrsaly adopted; and I

dout not, it wil b, bfor any grat radical, jenral, & dsirabl improvment shal take plas among men. 'Indeed, no institutions of lrning ar fr any othr legitimat prpos but to mak up fr *parental incompetens r neglect*; fr parents ar, in al things *the natural techrs*, as wel as rulrs of thr own children. Hens ech such institution shud, as far as possibl, b formd on domestic principls & methods, consisting of wel organizd familis from twelv to twenty pupils ech, of both sxes, & undr the car, managment, & instruction of acting parents, fathr & moth'r; r if nesesity requir, consisting of a neibrhod r community of such familis, formd on som jenral plan, & undr som jenral suprintendens.

I wil now giv yu som thots on

The Origin & Constitution of Familis.

It is planly manifest, that the Grat, the Wis & Good Creatr, Ownr & Lord of al things, desind that mankind shud xist & b educated in the family stat. This is evident from what he has said & don. He said "It is not good that man shud b alon; I wil mak him an help meet fr him." This promis he fulfild, & in fulfiling it, he gav origin to familis, the most der & intresting of al comunitis, desind & prepar'd to give caractr & condition, in every plas to human society. God himself, not man, constituted & organizd familis, & provided fr thr presrvation & prpetuity; & he did it by the formation fr ech othr of the difrent sxes, & creating the natural aflections; by the institution of marij; & by establishing a comunity of intrests. On ech of thes important topics, I wil make a fw remarks. And, 1. By *natural aflections*. Vry much by means of thes, familis ar collected & consolidated. They ma b sumd up undr the genral hed of *humanity, r felo-feling*. This xists in evry prsn, alwas ready fr xrsis, unles renderd calus by bad education, depravity, r dises, & is the fundamental principl of domestic unions. Its strength is varid accordin to its xrsis & cultivation, & accordin to the strength & durability of varius relationships. Thes relationships r conection, ar graduated by the Creator; that is, made strongr r wekr btwen difrent prsns accordin to nseesity on the one sid, & ability to relev that nesesity, on the othr; r accordin to both mutually xisting btwen the partis. Hens the strongest relationships, of cors the strongest natural aflections & consequent obligations, ar found in the family crcl. Thes ar known

by difrent names, according to the difrent conections ; as 1. *The conjugal*, r thos subsisting btwen the partis, mal & femal, loving, chosing, & taking ech othr fr consorts & companions, according to the desin of natur & Providens. This is the strongest ti among men, of cors the last to be violated. 2. *Parental*, i thos of parents tords thr children. Thes ar the nxt in strength. 3. *Filial*, r thos of children tords parents. Thes ar les stil, & ar the mor liabl of the thre kinds, alredy namd, to b criminally disregarded. Hens the superir means & motivs usd in the Bibl, to influens children to feel & act as they shud tords thr paren's. 4. The next in strength, & the last I shal now nam, ar the *fratral*, r thos subsisting among brothrs & sistrs of the sam family, & manifesting themselvs by mutual car & kindnes. 5. The nxt domestic ligament to b sepratly namd, tho presuposd & implid in the abov articls, is *the sacred & Divin ordinans of marij*. This consists in mutual agrement of the partis, mal & femal, to dwel togethr in frendship & fidelity as husband & wif, to b one in afection, intrest, & object, acording to the dictats of natur & the Bibl, irrespectiv of any legal sremony. This is al the tru marij ther evr is in the siht of God & consiens. The sremonis, howevr, requird by sivil law, altho they do by no means constitut the real natur of marij, ar usd fr varius legal prposes, & to rendr this mutualy formd union mor manifest, &, if possibl, mor binding & prmanent.

3. The nxt ligament of a family, in strength & importans, r cord to bind togethr its difrent parts, is a *community of intrests*. This strengthens that of natural afections, & oblijes ech membr, in ordr to prsu his own intrests to the best advantaj, to prsu al-so, at the sam tim, thos of ech & al the othr membrs. Thes natural domestic tis, r principls of mutual union & action. wr desind by the Divin goodnes, to prodis mutual respect, car & help among such selfish creturs as mankind, & gratly to promot the wel-being & hapines of any community, wher they ar found. How indispensabl ar they then ; & how vast thr wrth fr al important prposes in the sosial stat. How resonabl & nesesary thrfor, that al othr educational systms & institutions. *neded fr no othr prpos but to suply fr parental deseniis*, shud as far as possibl, fr jenral profit & enjoyment, b formd on domestic prinsipls & modl, b of domestic caractr, & b bound togethr & consolidated by the natural bonds,--*the sentripetal fors*, of domestic afections,

frendships, & union of intrests. Bsids, in an institution of this sort, the pupils ar mor likly to b wel taut, in they, &, as far as ma b, in practis, that vry esential part of both mal & femal education, I mean domestic principls, relations, dutis & busnes ; al sr domestic purity & usfulnes, onr & hapines. Thes arguments must surely, among the disrning & wis, b duly considrd & apresiated.

We wil now endevr to establish the position,

That al Mankind shud b gathrd into isolated, wel-ordrd, & respectabl Familis ;

And of cors, that evry oposit plan, undr whatevr nam r form, shud b disalowd.

I com now in ernest to yu, my-cuntrymen, ye enlitnd republican patriots, ye christians, & al ye frends of human kindred, & solemnly ask yu, whethr yu wud do any thing efectual to rds amelirating the caracrt, condition & prospects of our ras ? any thing to rds sivilizing, reforming, elevating & rejenrating the wrld ? Then set yurselvs at wrk in ernest to gathr al pepl into good & reputabl familis. To this end yu must use many diffrent means of femal improvement, which shal result in purifying the caracrt, *augmenting the solid & lasting attractions*, & increasirg the salutary influens, the usfulnes, glory & hapines of femals. A sur consequens of al this wud b to ras materialy, the physical, moral & mental wrth, & the prsnal & sōsal hapines of mankind. The honr & wel-being of our ras, must unavoidably sufr damaj, in xact proportion to thr departur from the domestic condition, & the depreson of the mor gentl & sivilizing sx.

But howevr nesesary fr the hapines & glory of man, I am oblijd to record the xtensiv & ruinus neglect of the grand consrn of femal & domestic improvment. Nothing loks lik a family of Divin constitution without the femal part, & that made competent to manaj wel its intrnal afars, to siviliz & educat its minr membrs,—to mak hom a *hom indeed*, lik a drop from paradis,—a litl hevn belo. Shud not this subject then engaj the atention & awakn the efforts of al pepl, ho harbr in thr bosoms any jenrus & laudabl emotions ? Ma yu, ma the pepl of this enlitnd cuntry, duly apresiat thes sentiments, til marij shal, in propr staj of lis, b univrsaly practisd, & sho itself honrabl in al ; til al pepl of

whatevr sx, occupation & condition, shal b redusd to a family stat, & *til ech family shal bcom a wel-regulated educational institution, & evry such institution a wel-regulated family.* This wud b soloing natur, pur simpl natur, which God pronounsi good—vry good, & which as far as it gos, is a bok opn to al, & a prfect guid. It wud, in fact, b soloing the dictats of Divin Providens, & of the *bibl too*, which in this mity afair fr the good of man, ar at prfect agreement with ech othr, & with the volum of natur.

It is probably wel knon, espesaly by disrning patriots, & philanthropists, & christian philosophrs, that unchast lisentiusnes, degrading & ruinus in itself, & provoking to Hevn also, is, to a dolful degré prevaling in our land, & is gradualy xtending its pestifrus influens from the sitis into the cuntry towns, shouing itself abundantly, mor particulrly among children & yuth, in vilajes, in comon district scols, in neibrhods, & evn among brothrs & sistrs of the sam familiy! From what sorses chefly dos this aris? I fel myself undr obligation to God, & man, & my cuntry, sobrly, planly & fathfuly to ansr this question, & to do it in the tw soloing articls; & I beg that non wud alow thr whims, thr prejudices, r thr fals & folish & deleterius delicasy, to obstruct thr serius, patient & candid atention to this subject. And—

1. *The want of prop'r erly instruction*, in both sxes, with respect to God's desin in forming mankind mal & femal, & his desin in the institution of the sacred relijus ordinans of marij, which alon sanctifis the sxual propensis & gratifications, & directs them to thr prop'r, & nesesary, & honrabl, & vrtuus use & ends. On account of the so-cald delicasy of this vry important matr in erly education, it has ben left, espesaly in mals, almost entirly to the fortuns, the hap-hazrd, the unbridld curiosity & the wawrd felings of thr faln, depravd natur, r the pr-nisus instructions & xamples of the visus & unchast; & the consequens of al this, yu can esily aprehend. This I think one of the gratest sorces of this lisentiusnes; & it mit esily b stoppd by parents & techrs, if they culd at ons b rid of thr own prejudices & errs—thr own rong education on this subject. But perhaps it is in som mesur with this matr, as with som of the folish, cruel, murdrus femal fashons of dres. Thes ar erly cutting short many presus livils, & trning the fair fas of this delitful

wrld into a *Golgotha*, yet al the instructions, arguments, warnings, & ters too, aganst them, wil aval nothing ; & so, *possibly*, in this cas, til iretrevabl degradation, moral putrefaction & rni shal b the consequens.

2. The othr cheif sors of unchast lisentiusnes, is the many & varius obstructions thron in the wa of marij. The propensity to sxual intrcors & the propagation of the speses, is the strongest propensity ther is in mankind. If they canot enjoy that which is vrtuus, lawful & honrabl, *they wil hav that which is visius & ilicit*. Yu ma as wel undrtak to revrs the stremes, r the cors of the planets, as to prevent the amalgamation of the sxes, & to mak mankind content & hapy without it. *If yu wud stop the stremes of vis, yu must dry up, r sanctify, the fountains.* Then remov al obstructions in the wa of marij & of subsequent domestic cohabitation. Unles yu stop thes tw sorces, al othr means of resrmatiion wil prov unavaling, & lik cuting off som twigs, whil the main stok & root remain. In this connection ples to considr that pasaj in the Bibl, 1 Thess. 4: 3, 4. 5.

One of thes obstructions, of no litl consequens, is the usual defisent education, r rathr rong education, of femals, *preparing them to b vry unprofitabl, vry xpensiv, r vry uncomfortabl companions.* The nolej of this in the mals, causes ethr an entir neglect of marij, r the defring of it til too lat in lif. Povrty neds b no hindrancs to marij, provided the partis, espesaly the femal, b erly & proprrly educated. This obstruction ma & shud, by al means, b removd.

Ther ar othr & grat obstructions thron in the wa of marij, & subsequent habitual cohabitation, by som of the occupations & conditions of men, which obstructions ar unesesary & shud b removd. This is much the cas with semen, soldirs, prisnrs, slavs, & hird family labrrs. Nethr men nr women ned b, nr shud b, oblijd to reman long in any busnes r situation, whr it is ethr impossibl r impropr fr them to mary, r fr thr companions of the othr sx to b genrally with them, to shar thr fortuns, to aford them sustenans & comfrt, & to presrv thr vrtu. Wel-disposd & enlitnd women ar jenrally wiling to go & dwel wher thr husbands inust.

Now, if yu wud stop the desolating & putrifying fiod of unchast lisentiusnes, so rapidly spreding, yu must univrsaly remov

al obstructions to early, virtuous & honorable marriage, & subsequent domestic cohabitation. And probably nothing would condone more this grand object, than this domestic system of general liberal education. Let it be advocated then, & encouraged, by Moral Reform societies, persons & papers.

Well then, if you will have families, these families must be reduced to natural & proper order: *of course each one must have a head.* For a family without a head, or with two or more heads, would be a monster, instead of the wise & beautiful structure of Divine formation. To a sure the designs of Infinite Wisdom & Goodness, this head, whether found in husband, or wife, or child, must be a single one, vested entirely in one person, or in the perfect union & consent of several. To light of nature, & the sacred scriptures, teach us plainly that God, his wisdom & goodness, placed the husband & the father at the head of the family, as the domestic proprietor & superintendent, furnished him with all necessary authority to regulate all its secular & sacred concerns; having ordained him, by the religious ordinance of marriage, both ruler & priest of the household, & required the other members to render to him due submission & obedience. If this is true, "then call me a fool, & my speech of no worth." In case the death, absence, or incompetency of this head, this office then devolves upon that one in the family, who, by the dictates of nature & appropriate qualifications, is most fit for it. It is required & expected of this head, that he execute the commission received of God, or fulfill the duties of his important office, with both conjugal & parental affection & fidelity. Such a head, being the father, or one that is attending to all intents & purposes as a father, is greatly needed by all the inmates in every educational institution or community.

The Chief Female, or Mother, is also of Vast Consequences.

Whatever relation this female sustains to the head, or whether she be the head herself, she occupies in every family, which should be *in fact*, an educating community, a very important place, & upon its condition & prospects an influent broad, deep, & lasting. Whether she be indeed the wife, or mother, or in the place of one, must be depending on her character & appropriate qualifications. Her place as an educator, & superintendent of the indoor & female concerns, indispensable, & cannot be vacant, or ill-administered, without material damage.

The Propr Caractr of this Mothr, r Chef Femal in a Family.

Hr principal objecs shud b the purity, the union, the helth, the comfrt, the jenral improvmnt, the usfulnes, the honr & hapi-nes of the family; of cors, she shud poses a caractr fr moral xelens, frmly basd on pur moral prinsipls. In this matr we can deriv much help & confrmation from that admirabl lesn which the wis prophetes, the mothr of King Lemuel, taut to hr son, found in the last chaptr of the Bok of Provrbs, wher we ar told, "The pris of a vrtuous woman is abov rubis."—This chef femal in a family shud b affectionat, kind & fathful. "The hart of hr husband doth safly trust in hr. She wil do him good, & not evl, al the das of hr lif."—A prominent trat in hr caractr shud b industry, entrpris & efisensy. "She eteth not the bred of idlnes. She wrketh wilingly with hr hands. She riseth whil it is yet dark. She grdeth hr loins with strength. She strength-neth hr arms. With the frut of hr hands, she planteth a vinyrd." This part of hr caractr shud be formd in erly lif, & made prmanent & efisent by habit.—She shud rendr hr husband onrabl. *A vrtuous woman is a CROWN to hr husband.*—"Hr husband is knon in the gats, when he siteth among the eldrs [r senatrs, r jujes,] of the land."—She shud b charitabl. "She recheth forth hr hand to the nedy. In hr tung is the law of kindnes."—She shud b wis. "She opneth hr mouth with wis-dom."—She shud b honrabl. "Strength & honr ar hr cloth-ing. Hr children ris up & cal hr blesd; hr husband also, & he praseth hr. Hr own wrks pras hr."—Finaly, she shud hav the spirit of tru religon. "The woman that fereh the Lord, she shal b prasd."—As a natural consequens of the hol, she shal b hapy. "Giv hr of the frut of hr hands. *She shal rejois in tim to com.*" This is the caractr that evry mothr, houskepr, & femal educatr, shud poses. Such a one, evry educational institu-tion dos gratly ned fr the helth, the comfrt, the vrtu, the contentment, the wel-being & the just education of its inmats.

Having told yu of the propr caractr of the chef femal of the family, l wil now tel yu somthing of hr apropiat busnes. Yu wil then se gratr ned of hr stil.

With propr defrens tords the hed of the family, she shud tak charj of the houshold afars: As,

1. *Houskeping.*—This implis a consrn with evry thing thro-

out the hol hous,—from one sid to the othr, & from the botom of the selr to the top of the garet, & that it b in propr conditio& aplid to its propr use. This cals much fr car, investigation & ordn, & fr the aplication of the good old rul : “A plas fr evry thing, & evry thing in its plas.”

2. *Dietetics*; r, the daly afars of eting & drinking, including the femal consrns of provison, the cooking, & the darying, if any. This department has a strong relation to the matrs of helth.

3. *The washing & repairing of waring aparel & beding.*

4. *Domestic manufacutrs, & femal occupations*, such as niting, brading, & cuting & making garments fr mal & femal, &c.

5. *Comon things in domestic medisin & srjry*, espesaly the nolej & use of preventivs in jenral.

6. *Infant education*, & ovrseing the education of dautrs, com within hr provins, & shud resev hr kind car.

Al thes things requir much nolej, economy & prudens, both theretic & practical, & the observans of such ruls as—“Let evry thing b don in its propr tim,”—“Gathr up the fragments, that nothing b lost.” “She loketh wel to the was of hr household.” She shud b aquainted with the caractrs, conduct, wants, afflictions & temptations of al the inmats, that, as a good-harted, wis & fathful mothr, she ma xrsis a restraning, comfrting & sanctifying influens. Surely here is busnes enugh for a good, & abl, & libraly educated woman.

From this description of the propr caractr & busnes of a mothr, r chef femal in a family, we ar taut—

1. That evry educational institution shud b of a domestic caractr, that the presus privilejes of having such a mothr ma b enjoyd by al the pupils.

2. How important is the jenral, domestic, & libral education of femals, that they ma b prepar'd to b such mothrs, ethr in a comon family of thr own, r any othr educational comunity.

3. Wherevr infants, r children, r yung pepl, dwel, r ar passing onwrd in a cors of education, no one prsn is neded mor than such a mothr, r matron, r superintendent of domestic afars.

Surely no prsn of comon sens, of sobr reflection, r Bibl wisdom, can deny any of thes infrenses. What a vast amount of disipation, of slovenlines, of idlnes, insubordination, discontent, glomines, il manrs, il helth & misery, wud a mothr of such

caractr & such busnes prevent! O how I neded such a mothr when I was in colej! And what prsn that has evr left a fathrs hous, & gon to any institution of lrning, but can in truth sa the sam? Here has been a dolful chasm in our educational institutions, which shud spedily b fild, by giving them, as far as possibl, a domestic mold, that al resorting thithr ma find a fathr & a mothr at least, & prhaps also brothrs & sistrs. I hav much feling & anxiety on this subject, & who can sa, without just oca-
son? Hav humanity, & the noblest sensibilitis of mans hart, her no dictats? Let the vois of resn, of consiens, of refind & jenrus sentiments, ansr. Ther has ben, it is sadly evident, grat & ruinus defisensy in qualifying & employing such femals as ar gratly neded in al educational institutions. And it wil b con-
seded on al hands, that the betr wa to suply this defisensy, is to giv al yung femals a mor jenral, a mor thoru, a mor philosophi-
cal, &, withal, a mor domestic education, that ther ma b no want of prsns proprrly qualifid fr the station of Mothr, r Matron, in any plas of lrning, from the comon family up to the univrsity, whenevr the public sentiment shal cal fr them.

As this systm of education—xept in its frst mod of aplication, which is fr district r vilaj clases—is desind & prepard to b entirly of domestic shap, it is fited to produs domestic improv-
ment & refrmation, *espesaly in houshold govrment, relijon, manrs, languaj, & busnes*, as wel as in the jenral matrs of litra-
tur, solid siens, & the ornamental arts. With a litl tretment of thes, I desin to clos this lectur.

1. *Domestic govrment.*—This, in our cuntry, is at a low eb, & is daly pasing in the downwrd cors, causing a rapid deterira-
tion in republican soiety, & an unsftnes fr the prpetuity & en-
joyment of fre institutions. In som familis, the femal, r rathr, *the vrago*, ho is subject to al the obligations of a wif & mothr, hrself govrns, & that too with dictatorial authority & lordly swa, ethr opnly, r in secret. This is contrary to the planest dictats of resn & the Bibl, & to the natur, condition & tru honr of woman. Truly, in union with hr husband & with his consent, she ma xrsis authority ovr the childrn. And if she govrn hr husband too, I hav no grat to object, *provided she b the most capabl, & sho this, by doing it in the rit manr.* But she shud nevr undrtak it with any sho of masculin authority; fr ther is a far betr wa of accomlising it, if nesesary. It shud b don, if don

at al, not fr the gratification of ambition, but fr the esential benefit of the family, & thro an influens gand by meknes, submis-
on, a constant manifestation of good sens, & a du respect to hr
husbands station & rights.

In som familis the children govrn thr parents. This, howevr
unatural, bad, & ruinus, is not the wrst condition to which a
family is liabl, that is, *no govrment at al,—entir anarchy*,—pro-
dusing a continual warfar fr the mastry, to which any govrment
is prefarbl. But let the husband & fathr, with the concrens
& help which a good, discret & respectabl wif & mothr wil
alwas rendr, with the favr & aid of neibrs too, al without ca-
pris r pason, with as litl sho of authority & powr, & as litl pun-
ishment as possibl—yet with propr desison, enjry & stability,
mingled alwas with du parental afection & tendrnes,—yes, let
such a fathr, with such helps, & in such manr, instruct & govrn
the children & regulat the houshold, with a manifestly singl y
to its pes, onr & jenral wel-being, & then the chef desins of
the wis & benevolent God, in organizing familis & instituting
family instruction & govrment, wil b accomplishd. A family
manajd in this fashon, is one of the most valuabl, beautiful, &
glorius objecs on erth,—an articl desended from hevn to bles the
wrld. On the othr hand, howevr, let it nevr b frgotn, that “a
hous divided aganst itself,” hoevr b in falt, “*canot stand.*” Let
parents then, & thos liabl to bcom parents, b wel taut how to
govrn, & then let them govrn, & so govrn, *that thr children ma-
aper wel at hom, & wel abrod*,—wel fr themselvs, wel fr thr rel-
ativs, wel fr thr country, & wel fr thr God.

2. *Domestic religon.*—As man was mad fr a religus being,
som kind of religon, whethr Pagan, Mahomedan, Jewish, r Chris-
tian, oprating to bind the consenses of men, & to restran thr
selfish pasons, such as prid, envy, revenj, avris, ambition & vo-
luptuousnes, is in this lif esential to the jenral & prmanent good
of any community, r any mod r condition of human socity. The
equity, the benignity & stability of sivil govrment,—a sound
& helthy stat of morals, prsnal & sosal,—refinement of feling
& manrs,—the promotion of jenral & libral education,—in
fine, the honr, the safty, prosperity & hapines of a nation, stat,
& smalr assosation of men, depend vry much on the difuson &
efisensy of som kind of religon. In one respect. it is with
relijon as with sivil r domestic govrment,—*any kind is betr fr this*

lif than non. But the Christin rljon, as it seems to me, in any of its mods of fath r wrshp, espesly in the practcl xhibition of its real bnevolent spirt, is far the most salutry & producty of tmprl sosl good. If rljon indeed b nssry among mn in its spirt & practs, it is so in famls, ths jrms of sosiety, not only fr thr own, but fr the public wlfar. Domstc religon, howvr, as to wrshp & instruction, notwithstanding its vitl importns to the comon weal, is rapidly going out of fashon. Hns, how nssry that som powrful mens, lik this domstc systm of education, shud b put in opration fr its jnrl rvivl & gratr efisnsy. Non of the modrn shifts & xpeditns to gt along without any rljon, wil ansr. It rmans as sure as the pilrs of natur & the thron itslf of God, that som kind of rljon is esntil to the jnrl good of any pepl. This is the rsult of the xperiens of nations, & of ajs.

3. *Domstc Manrs.*—In this importnt matr, ther is ned truly of grat rfrmation & improvmnt. In too many famls, a strong confdns in ech othrs afctions, & in the bonds of domstc union, produess too grat famliarty, carlsns, & somtims evn an aparnt contmtns tretmnt of ech othr, & that too wher no dscrpt, r injry, is intrdd. The manrs of the domstc crcl ar, to sa the lest, vry apt to b cors & unsivl, espesly whn non othrs ar suposd to b wthin siht r herng. How oftn it is the fact that the husband & the wif, the parnts & the childrn, the brothrs & the sstrs, xchanj no sivl r afctionat apliations & adrss, but xactly the opost. Ths thngs ot not so to b. Kind, rsptful, & jntl motions, languj & tretmnt, shud b crnt among the mmbrs of a famly, & ths not without signfication. This custom wud oprat lik oil, rathr than gravl, among al the parts & movmnts of this dclt, but powrful mashin. This rfrmation in domstc manrs, wud gratly strngthn & swetn domstc rlations, & tnd to ras, purfy, smnt, & bls human sosiety. Whatvr thn yu ar awa, b sure not to b rud, r cors, r unsivl, r savj at hom. What is the caus of clownshns, of unjntl conduct, r of sily & dsgustng afctation abrod? Surely the want of good bredng, & the habts of good manrs, *at hom*. Evr so much afctation, r factisus manrs, usd among dscrng, wl-brd pepl, wil by no mens hide what yu *realy* ar, & ar *at hom*. Lt al thm look wl to domstc manrs, & encrj, of cors, this domstc systm of jnrl, & librl, & ornamntl education.

4. *Domstc Languj ; r, the real Mothr Tong.*—This is to a sad xnt, evn among the lrnd, not only wanting in propr domstc

swetns & urbanty; but also in just slection of wrds, pronunsiation & gramr. In the fre conversation of the famly, hardly a corct sntns is spokn, & vry oftn the spech, in varius rscps, is absolutly barbrus. This domstc dialect is vry adhesv, vry prtnasus of xistns, vry pron to propgation, & is vry injurius. Erly, just, & strong msrs thn, shud b usd to brak it up. It is a sor evl to thos ho aftrwrd bcom librly educatd: Fr, being the frst langj lrnd, its wrds, idioms, phrass, pronunsiation, & gramr, ar the most naturl, ar apt to com frst into mind, & b evr redy, *at the vry tongs end.* to rol off. Of cors they must b naroly watchd, holdn fast, & bfor utrns, translatd into the lrnd languj, r de-snt Englsh, much to the embarsmnt of sosal intrcors, xtmpraneus spekng & rapd ritng. Bsids; this mothr tong is not only incrct & vulgr as far as it gos, but it is so scanty & baren, that chldrn of thot ar oftn oblijd, as hintd in a previus letur, to invnt & use, fr rtann, concntg & storng ideas, *a nw mn/l languj of thr own*, peculir to thmslvs, undrstod by no one els, consisting of colrs, figrs, motions, attuds & positions, r, in objcs of felng, tastng & smlng, printd on the imajnatiion,—which must, if posbl, tho at grat task, b rndrd into vrbl Englsh, bfor the thots stord in it can b conveyed to othrs, r b recordd fr prsrvation. How importnt thn, that ther b a radcl cure of the sor evls xistng in the provns of languj, prosedng from the famly dialect, transfrd to us from the dusky tims of our rmot Englsh ansstrs, thro a long cors of ajs & jnrations. Hoevr has, lik me, fit the embarsmmts, the xtrem mortscations, & the xquist tor-mnts, arising from the erly want of good & sufisnt vrnaculr Englsh, & that also in most dlet & tryng scumstanss—as in wl-brd & lrnd compny, & in xtmpraneus public speking—wil surely join with me most rdly in this sntmnt. But this systm of education is dsind & prpard to efct this cure.

5. *Domstc Busns.*—This is the last itm to b now considrd in ths domstc consrns. Hre, from the infansy of our euntry, ther has ben but litl improvmnt, xpt by mals in the afars of domstc frntur & mashinry. The prsnt jnratn of houskeprs sem to b contnt, jnrly, to folo the old betn trak of thr mothrs & grandmothrs, unls, by varius arts in cookry, to raddr the food unlthy, & to tmt the aptit to murdr its possr by xsv almn-tation. I considr the dpartur from the plain & simpl, tmprt & hlthy diet of formr tims, to b no improvmnt. The naturl con-

squnss of this want of improvmnt in domstc busns, is an enor-mus los of femal tim & labr, & of domstc hlth, wlth & comfrt. How nssry thn fr domstc comfrt & jnrl good, that som efectual mens of dep & thru rfrmation, *in this, a chef dpartmnt of mans earthly intrsts & enjoymnts*, b soon put in opration. But what btr mens can b found than this systm of domstc education ?

I hav now prsntd som of the evls, undr fiv distinct heds, of comm houshold matrs, & thr cure in this nw plan of jnrl & librl education. I did dsin to xbt spsmns, in comm lis, undr al thes heds, to mak ths evls mor palpbl & imprsv. But, on coming to the busns, I found it wud b too grat a violation of dignity & sobriety, in a rspecbl asmbly, on so serius & so vastly importnt a subjet. I thrfor dsistd.

Now, if yu wil thruly xamn this plan of education, in al its parts & provisons, & candlly compar it with the numras educational evls & wants of our cntry, it is posbl yu wil find it just the thing nedd fr the efectual cure of the hol. If so, thn it c.mot too soon b knon & aplid, & b produsng its lovly & salutry frnts.

In quiting the subjes of ths tw leturs, it sems that an aditionl, a spsl, & a mor emphatc vois of caution & warning shud b rasd, & shud pntrat the ers, the understandngs & the harts of al parnts, esp ply mothrs, & of al educatrs & techrs of rising femals. And posbly, altr so much prpration, it blongs to me to lift up this vois, & cry. But *what shal I cry ?—So educat yur datrs, THAT THR REAL INTRINSC WRTH, rathr than sho, shal b THR CHEF RCOMNDATION.* Anothr utrns is in the neibr hood of this, & of its sistrhod also :—*Educat yur datrs, not so much to charm & dlud mn, to gt thmsles wl marid, as yu cal it, but, mor abundntly, to fit thm to b usful, rspecbl & happy in the varius rlations, duts, trials & privljs of marid lif.* A thrd, & the last, utrns of this frndly & fathful caution & warng, is not far off; & yu ned not b srprisd if it b a litl mor spisy, & a litl mor gratng to dlet hrvs; mor prticulrly thos in the vicinity of a gilty consns :—*Endvr by al means to prvnt its being frthr said by sobr marid mn, that the sacrd institution of n. arj, as far as they kno by thr own xperiens, howvr wis & good its ori-jnl dsin, is, by the miseducation of femals, made a most cruel, unmannng, & withrng curs, & rsevs the power of soon transformng such as aperd hfr to b the most xlnt & lovly of humn beings, into the most unworthy, ruinus & tormnng.* Lt such feings &

saings of marij, bcom susisntly xtnnd, & singl mn, sorly afriad of it, wil, (as they hav alrdy bgun,) bcom too wis, *r too cunng*, to mary, & the sxual vis, *evn now so justly alarmng*, with dgradation, blastng & misry in its tran, wil bcom mor & mor common, & our nation, (hord to b told!) which not long sinse, thrtnd to bcom a nation of drunkrds, wil ere long b an *adultrus* nation.—Lt al thn, ho wud xrt a rformng & consrvtv influens, b no longr toilng & tugng, dep in mir & filth, to stop the stremes of vis, *whil the sorss rman untuchd, r, rathr increasd.* Now thn, ye frnds of God & man, aply yurslvs in good ernst, I bg, to the fountns. Stop thm, & the *stremes* wil stop; r, purfy thm, & the stremes wil b pure. But how is this to b don?—Caus a radcl improvmnt in the objcs & plans of jnrl femal education. Bring up yur dautrs as yu shud. Rmov al obstruc-
tions to erly marj, & subsqnt hapy cohabtation.—The warnng is now givn;—the path of safty shon;—& I feel rlevd. Ann.

L C T U R VII

THE DOMSTC PRPRATIONS & INTRNL MANJMNT OF AN INSTTU- TION UNDR THIS SYSTM.

The last lctur xbtd the domstc carctr of this slf-suportng systm of jnrl & librl education. This is to tl of its nssry domstc prprations, & intrnl manjmnt. Here I must b alowd to del considrbly in the detals of evry da hom consrns. Wher the minutie wud b tedious, I wil lev thm fr isolatd nots. The prticulrs in the rgulr cors of educationl & productiv busns, wil not here b givn. Ths, as far as femals ar consrnd, wr givn in the fift of ths lcturs; & whatvr must b dfrnt fr mals, ar resrvd fr the nxt lctur.

Institutions undr this systm, fr femals only, shud hav svrl distinct locations. One fr thos undr twlv yers of aj, shud b plasd som fw mils out from a larj busns town, vilj, r sity, amidst a spars population, ech acomodatd with sutbl bildngs & a larj gardn. Anothr shud b within such town, vilj, r sity, with ground fr gardns & jymnasia, fr thos ovr that aj, til they shal

hav accomplishd the rgulr cors of education prescribd. This a- ranjmnt wud tnd to produs the hlth, the physcl efisnsy, the econ- my & the vrtu of the cuntry, & the many valubl accomplshmnts of the sity.

Ther shud also b *hi slf-suportng femal smnrs*, locatd ner the coljs, to acomodat, durng tw yers r mor, undr ledrs of thr own chois, such graduants from insttutions undr this systm, & othrs likewis, if they choos, as wish to mak frthr improvmnts, bfor entrng on thr prmannt stations & busns, that, undr propr rgulations, they ma hav acss to the colj librrs, & othr educationl frntur, & to the lcturs of the profsrs. This wud fil an unatural blank r casm in our educationl matrs, which has hitherto causd much invidius dsrimnnation btwen the sxs, & much embarsmnt & deprson of femals. I gratly dsir that I mit, bfor I di, se this blank r casm fild.

An insttution undr this systm, dsind to acomodat both mal & femal pupls, & prmannt innmats, a farm just rtird a litl from som thrufar, & plas of busns & trad, is xtremly nssry, tho not absolutly indspnsbl. This farm, to b sufisnt fr an insttution containng from sixty to a hundrd pupls, r fiv distinct class r famls, of twlv to twnty ech, shud contain from thre to fiv hundrd aers of good soil, proprrly dvsrsfd & proportiond fr varius objcs, & varius productions. Ther is probably no situation so favrbl fr the jnrl education of childrn, & the yungr clas of yuth of ethr sx comng from whatvr plas, & dstind to whatvr condition, r busnes in lif, (as has bn said, & ma b said agan,) as that of a larj farm, proprrly rtird, & proprrly varid in soil & srfas, afordng ampl rom, & al othr dsirbl privljs, acordng to previus spsfication, which neds not hre b repetd.—Se Lctur II : also Isolatd Rmrks No. 19.

The nssry bildngs shud b located as ner the sntr of the farm as srecumstanss wil allow. They shud consist of the dwlng-hous, a barn, & such wod-rom, & shop-rom, as nssary, al bilt on nw & convnient plans.—Se Iso. Rmrks No. 20.

The proprrty, the intrnl consttution, & the govrmnt of insttutions of this sort, shud b plasd undr the control of a Bord of Trustees, subjet to the suprvisin & veto of a Bord of Vistrs which shal hav cognzans of al cass of apel from dsisons of the Trustees, both incorporatd by stat authorty with ampl & dfnd powrs, aftr being nomnatd by proprietr r proprietrs, donor r

donors, & any petitioners, each required to organize itself at first, & afterwards annually, to fill its own vacancies, & to institute a Prudential Committee of its own body, to act in its name & behalf, within prescribed limits, when called upon by any party concerned.

Let the Board of Trustees appoint & direct a Faculty, consisting of parents & assistant parents, a father & a mother being assigned to each family or class. Let each father have the management in an assigned department of business, & the father of the Senior Class or Family, have the general superintendence of the whole institution.—Iso. Rm. No. 20.

Let each of the five classes, as it shall come into existence, consisting (except the Freshmen,) of not more than twenty permanent inmates, constitute a distinct family of brothers & sisters, with complete domestic polity, the various rooms & business being adapted thereto.

Let the Faculty in the name & behalf of the Trustees, under the third month of this system, by legal & binding contract with the proper authorities, adopt, for support & education, indigent orphans, & children of poverty & want; others also, as occasion may dictate, none to be younger than five years of age, nor, (after the seventh year of the institution,) over seven years of age, all to be of good & fair promise as to natural endowments, the number of males & females being nearly equal as may be, all to continue till the first day of the month of May, next following the sixteenth birthday of each.

Let the said Faculty also receive into the several families & classes, under the second month of this system, as may be found convenient & expedient, temporary manual-labor boarding scholars, with whom a regular account of debt & credit must be kept, according to principles & terms agreed upon at their admission.—The time of these inmates should be divided discretely between learning & productive business, recreation & rest, meals & worship, all being harmoniously, economically & kindly arranged.

Let the same Faculty also, under the first month of this system, designating as a sample & model for the radical improvement of the Common Schools, or to answer instead of them, under the name of District, Village, or City Class, receive day-scholars, residing, or boarding, in the neighborhood, as shall be found advisable, to be admitted, on stipulated terms, a certain specified number of hours a day, to learn & work in the class of permanent inmates.

Let each male, & each female section of a class, & each grade of a class, have a foreman to lead the others in all specified times & concerns, to be appointed by the acting parents of the class.

Let the members of the Faculty receive an economical & frugal,

but comfrtbl livng, whil they tary in the insttution ; but whn they lev, they shud rsev such proptry from the funds as shal b awardd by the Bord of Trustees, subjet of cors to an apel to the Bord of Vistrs.

Ther shud b kpt on the farm of such an insttution, one cow to about fiv inmats, & one hors to twnty fiv ; al trand to agriculturl busns that they ma ansr instd of oxn. Othr anmls ma b kpt, if found xpdient.

And now, if yu ples, we wil atnd to varius matrs of lrning & wrk carid on togthr.—Lt such kinds of productv handcraft as ar the most proftbl, & do not rquir too much nois, motion, r constnt & intns thot, such as bradng, nitng, &c., b introdus & prformd at the sam tim with orl instructions from txt-bok, r the mind of a parnt, r techr, r forman pupl. Whn manual lrnng, such as redng, ritng, drang, paintng, & instrumntl muse, rsev atntion, thn of cors the othr handlabr must b dsecontinud.— Lt ech mal inmat pupl hav a gardn larjr r smalr, acordng to his aj & capasty, with a femal partnr in the consrn, to cultvat fr thr own plsur & profst.—Lt the agriculturl busns, & othr strng & noisy wrk, b aranjd, as far as posbl, in such manr, that one clas of boys ma labr one haf of the da & anothr take its plas the othr haf, ech atndng to lrnng the othr part of the tim, chanjng the parts of the da ons a wek ; & just so with gard to the grls, in th'r simlr indor busns.—Lt varius instructions, espesly in rlation to the busns in hand, b givn as much as srecumstanss wil prmit, by parnts & formn, at wrk.—Lt music, instrumntl & vocl; also drang & paintng, b much taut & prastsd, espesly as recreation.—Lt othr techrs in any particulr busns, art, r siens, b tmprrrly employd, as ocason ma rquir. Lt redng of the Saerd Scripturs, by ech capbl of redng, the othrs looking on, b prformd in conction with famly wrshp, imediately aftr the mornng mel, & also aftr that of the evnng.—Lt a vrs from the Bibl b lrnd & rpeted at ech mel, by ech prson, imediately aftr being setd at tabl.—Lt a short tabl lsn b lrnd & rsitd at ech mel, which wil not only continuly incres the stok of jnrl nolj ; but wil also frnsh intrstng topics fr tabl-tak. On prinspl of assosiation of ideas, grat advantj ariss from minglng lrnng with the vry agrebl busns of etng & drinkng. This practs, jndisusly manjd, wud of itslf, in the cors of elvn yers, acomplsh wondrs.

Sabath aranjmnts & busns :—Lt al du prpration b made fr the Sabath, that but litl iabr ma ned b prsormd thron, to intrupt the apropiat rst, the sacrd svss, & the moral & rlijus dvrsns & improvmnt of the da.

Astr rising in the mornng, lt the inmats atnd to thr Bibl lsn, to redng the scripturs, som slct rlijus priodcls, boks from sabath scol librry, & othr boks asind fr sabath redng, with xption of brkfast, til 8 Oc. At this tim, lt al rpar to the chapl-rom, to spnd about an our & a quartr in dvotionl muse, in prars, & in herng xpositions of the sacrd ritngs, r a srmon, r a lectur. Astr this, lt as many as conveniently can, atnd metngs & sabath scol at the usul plas of publc wrshp, rlijus svrs & improvmnt, & fr the varius bnfts of cominglng in othr sivil & rlijus sosiety.—Astr rtrn from publc wrshp, & astr sabth dinr, ther shud b a re-asmblng in the said chapl-rom fr xrsiss of sacrd muse, Bibl clas, prars, & rlijus confrns of the sam lngth of tim as in the mornng. The rmandr of the da, til rtirng to rst, shud b spnt in rlijus reding; xpt that thos dsposd to sosal prar & spritual improvmnt, ma meet fr ths prpess at 8 Oc. evnng.—Lt the qustion of formng a chrch in such institutions, fr crsitan edfcation, wrshp, ordnanss, & dsipln, b dsidd as ma aper xpedit, & as Dvin Provdns shal sem to indecat. Lt the wekly christian sabaths, the frst da of the wek, r Lords da, fr its apropiat use & ends,—fr its sivilizng, morlizng, enrjizng, & rlijus influens,—fr its many & presus frnts fr the prsnt & futur good of mankind, b made grat acount of in institutions of this sort, *that it ma b a blsng, & thrfor b blsd.*

Propr Tim fr Rst.—Thos undr twlv yers of aj, shud rtir to bd at 8 o'clok evnng, r bfor, & thos ovr that aj, at such tim as they ples astr that our, providd they b not dsposd to abus thr librty. Al shud ris by 5 o'clok, mornng, & a litl bfor that, a fw months in sumr. Ther shud b alowd no sport, nr unssry tak, at, r astr, going to bd.

As to tim fr Rcreation, Mels & Family Wrshp; astr much thot, I hav arivd at the soloing conclusons:—Lt for ours of ech da b proprrly dvidd btwen ths, & lt aranjmnts b so made, that most of the rcreations b enjoyd imediatly bfor mels r slep. B-sids this rgulr daly cors, lt thr b, ons a month, &, whn it can b, in conection with brth-da fstvls, made in onr of the wrthy inmats, *five ours at ons*, of xtra rcreation. Ther mit posbly also b

just ocason, on som prticulr months, fr brth-da fasts, instd of fests, & a privation of this xtra recreation. This, togethr with many smal things of comn & fortuitus ocurrns, shud b lft to the wisdom of the Faculty. Lt al du atntion b paid to prsnl clenlins & jnrl netns & elgns, as a part of ech das recreation. Lt both mal & femal setions of a clas, somtims pla togthr, & somtims apart. But lt much care b takn that al the dvrsons & rercations, amusmnts & sports, b made plsnt, intrstng & hlthful; *but espesly that they b without any viliatng indnsy.* Lt the pupls do thr own gardn-wrk in thr pla-tim. Lt propr mens b providd fr xrsisng & strngthnng, in both mal & femal, al parts of the corprl systm, & that too wthout jadng, irksom & dstresng satig; & abov al, without formng awkwrd habts. As far as posbl, lt nothng unpleasnt, r dprsng to the felngs, com within the atmospher of the mels, nr any thing liht r irvrnt, within that of redng the scripturs, r of public r famly wrshp. Lt evry propr objct rsev its du atntion at the rit plas & tim, & in propr sreumstanss. In fine, "*lt al thngs b don desntly & in ord'r.*"

The consrns of Cloathing & Lojng ar vry importnt, both fr desnsy & comfrt, hlth & vrtu. That systm which wil combin al ths with propr simplisy & economy, wud b xactly the one we ned. But tradition, comon custom, fals dlcsty, r no dlcsty at al, jnrl prjuds, & evr chanjng & importd fashons, ar al s'rong barirs aginst the jnrl & prmannt establshmnt of any radcl impovmnts in ths matrs. Howvr, being pushd forwrd by propr rgard to the hapns of my felo-mn, & gidd by just prncipls of philosophy, I wil vntur a litl on this dlc & caprisus ground, xpctng of cors the drison & scorn of the folsh dvotes of the whimscl & tyranc gods of fashon.

The frst objct of cloathing is prsnl aperns, combinng dsnsy, modsty & comlns. This objct is accomplshd whn the prsn is so covrd as wil not xit undu atntion, nr the felngs of dsgust, nr impur imajnations, nr unchast emotions. Hns the body shud, in hom drs, b covrd completly, xpt the hd, the hands, the arms belo the elbos, & the fet of mals, & ef femals undr tn yers of aj; & this covrng shud b as loos as conveniens fr busns wil allow.

The scond objct of cloathing is to gard the prsn from cold & lasration. This rquirs warmth in garmnts, & also compactns r endurans, espesly in the parts most xposd. The srculation of the blod, the prspration, the brethng, the lims,—in fine, al the

body organs & motions, shud b lft, without grtng r prsr, prfctly fre & unmbarsd. Hns the clothng shud b liht, as wl as loos. This rul is of vast importans in the afars of lif, & hlth, & comfrt. No chil, r sns of cold, fr want of clothng, or sns of het, r profus prspration, by too much clothng, shud b allowd, da nr niht, sumr nr wintr, if it can b avoidd. Lt propr economy also b consultd in the afars of clothng, as wl as desnsy, comfrt, hlth, & es of motion,—espsaly in this slf-suportng systm of education. Lt ech inmat hav a sut propr fr aperans in public; but the evry da clothng shud b in the styl of comon cuntry farmrs at this da in Nw England.

As to Lojng, fr singl prsns, it shud alwas b in singl bds, with no fthrs, plasd in an ary situation, with liht soft clothng, just enough to kep off the chil, r the dstres of cold, & no mor. But I vntur, at prsnt, no frthr ideas on ths subjcs. Fr the prticulrs of my nw systm of clothng & lojng, se Is. Rm. No. 21.

With rgard to a systm of diettcs propr to b usd;—to form & mantan such a one as wil satsfy the minds of al consrnd,—such as wil also, in the bst manr, promot the hlth, the comfrt, the plsr, the bodily & mntl vigr, & such as wil comport with this ecomomicl plan of slf-suportng education, is surely no smal matr. Hre prjuds, whim, prid, fer of obloquy & ridicul, old notions & habits of livng, ar vry obstnat fos. But whthr it ples r not, I wil farly la one down, & that too as an esntial itm in this plan of slf-suportng, jnrl & librl education. Fr this slf-suport is, by no means, ethr visonry, r mraculus.

The frst, & a fundamntl prinspl, is,—*Enough of holsom fod, netly & wl, but simply, cookd, thre tims a da, & oftnr, whn fr strength r comfrt it seems in any cass nssry*. This fod shud consist of brd-stufs, milk, puls, fruts & varius esculnt roots, with as litl use of fish, butr, condmnts, consntratd artcls & complxity in cookng, as can b made consistnt with populr prjudis, & the felings, habits, & aparnt wants of any of the inmats. Al drinks, xpt cold watr, & milk also, (if yu cal it drink,) shud b avoidd.

This systm of livng has imns advantaj. It costs but about haf as much as comn Nw England livng, on an avrj, fr about thirty yers past. It increass hlth & comfrt. It givs a clerr hd & a swetr tmpr, & mor of the plsr, indeed, of etng & drinkng. Al this has ben abundntly provd in our modl scol. And wher-
vr the sam has bn trid, espsaly among childrn, tho in an impr-

fect dgre, the rsults hav invariably bn the sam. Why wil we longr & forevr b bgild & ched by prjuds? In ths thngs, *which li so ner the vill intrsts of mn in this wrld*, the sily, ungrasus sner r tant of a duns, wil ofn produs mor esct than resn & fact, & the vast consrns of lif & hlth, of comfrt & wlth, of enrjy & education.

A rgulr cors of lrning on sculr das ma now b laid out.—Btwn the tim of risng, at 5 o'clok in the mornng, til brkfst, at 7, one our & a haf shud b spnt in lrnng, & a haf our in recreation. From $7\frac{1}{2}$ to $8\frac{1}{2}$ lrnng, thn ress $\frac{1}{6}$ of an our; thns to $10\frac{1}{2}$, lrnng; thn ress $\frac{1}{4}$ of an our; thns to 12, lrnng; recreation thn $\frac{1}{2}$ our til dinr at $12\frac{1}{2}$ o'clok; thns to $2\frac{1}{2}$ lrnng; thn a ress of $\frac{1}{4}$ of an our; thn to 4, lrnng; thn a ress of $\frac{1}{4}$ of an our; thns to $5\frac{1}{4}$, lrnng; thn ress til supr at 6 o'clok. Aft supr, lrnng & wrk, musc & pla, til bd-tim.—Thos individuals r class, cald to labr abrod, r in the kichn, must b takn from this cors, as ocason shal rquir. On a jnrl avrj thro the yer, in slf-suportng smnrs upon this plan, the inmates hav as much as *eat ours a da fr lrnng*, with r without productiv handcraft at the sam tim, & *fr lrnng also in the bst advantjs*. Now what wud yu supos al this mit accomplsh, in the trm of elvn yrs? Is it not resnbl to think it wud amount to what ma justly b cald *a jnrl & librl education*? But my chf dpndns is on the rsult of trial & xprmnt. I provd the systm one yer bfor I publshd any thng on the subjet. In the cors of fiv yrs mor of prof, & of improvmnts, I obtand complet satsfaction to myslf, & gav it to many othr, educatd & dsrnng pepl, that this systm of education is indeed sesbl, & wud b of vast utilty to the Stat, the nation, & the wrld, cud its provisons b fuly carid into esct. Candd atntion to it, & a dsposition to try its mrt, & to se & aknolj thm, is al that is now rquird.

The advantjs of som mutual instrution in this systm, dmnd som nots in the consrns of its intrnl manjmnt. It is an old maxm with me, (somthing of a truism I aknolj,) *that the bst te- chrs of what they kno, ar thos ho ar the bst undrstod*. In the frst plas, thes ar cotmprrs & intmat asosiats: scondly, mothrs & nrss: & thrdly, fathrs & neibr. By the wrd *techr*, I do not here mean *rulr*. Ths ar wrds of vry difrnt import. They ma, r ma not, mean thngs which meet in the sam prsn. How rdly litl sosal plamats wil convey—almost *brethe*—into the minds of ech othr, al thr nolj, felngs, & sntmnts. They practs

on ech othrs minds & harts the most powrful eloquns. Propre atntion to this prinspl, & much practs upon it, grately increasd the entrpris of al the pupls; ho, in a gratr r ls dgre, in thr trns, bcam techrs of othrs in my said scol, ethr from bok r mind. It also hlpd vry much to qualfy thm fr techng in subsqunt lif. It srvd also to lor the xpns of instruction, & to increas the rapidty of thr own lrnnng. An institution of this sort, thn, is a frst rate norml scol, as bfor hintd, wher the pupls ar constantly, durng elvn yers, lrnnng *what to tech, & how to tech it.*

Boks, howvr, shud b usd at a propr aj.—Tho this systm, fr varius resns, espesly the slf-suport, rquirs much oral instruction in union with productiv handcraft; yt the pupls, aftr arivng at twlv r forten yers of aj, shud aquir the habt of obtainng nolj from boks, by atndng mor r ls, by thmslvs, daly, to redng, r bok-study.

Economy of tim & labr, & the valuabl fruts throf, ma now b notsd.—By constnt efnts to simplfy al kinds of busns, in the hous & out of it, as wl as al kinds of lrnnng, much tim & labr ar savd. Tho I hav nthng to bost of, yt by the favr of Hvn, in the afars of this systm of charty & of education, I hav, in som thngs vry matrial, *with haf the usual xpns, dubld the usual profit.* This constnt efrt at economy & smplfcation of al busns, contributs grately to a good sculr education, to a comptnt & esy slf-suport, & to the rapd aquisition of varius & valubl lrnnng. I wil giv yu just one spsmn of my mod of smplfcation & economy in techng litrtur & siens.—Lt one of a clas, al the othrs strictly atndng, read a sntns;—hn dfin ech wrd, r giv the mor obvius menng, r menngs; thn giv the etmolojy, & the syntax too, if capbl, acordng to my smplfid mthod; thn use ech wrd in one xtmpraneus sntns, r mor, to tst the nolj of its menng r menngs;—thn, finaly, spl ech wrd by ritng. Hre, yu prsev, ar taut at ons, in plsnt harmony, & to grat advantj, the importnt branchs of redng, dfinng, gramr, composition & splng; & ritng also, if not thn prvntd by othr hand labr. This cors, wl prsud, wud soon produs srprisng rsults.

Ther is one thing mor, which, in Englsh litrtur, ot spedly to b don, to rndr lrnnng esir. This, howvr, can b don only by the consnt of the *Rplic of Ltrs, the athrs & publishrs.* But whn don, it wud ad grately to the fasilts of this systm, & wud sav one thrd of the tim & xpns usualy dyotd to a comon primry

education. This thng is,—*The confirmation of our orthogrp hy to our orthoepy; r, of our ritn to our orl r spokn languj; r, of our spng to the sounds of our wrds; r, the givng to ech primry sound one, & its own, distict ltr.* If this wr. ons don, it wud b esy to establsh a rul & mthod fr prvnng a futur spration of the orl languj from the ritng throf, acordng to the naturl tndnsy of thngs so difrnt in thr naturs,—to educat childrn as wl at 12 yers of aj, as they ar now educatd at 15,—to sav fornrs vast trubl in lrnnng our languj,—to prvnt mor than one thrd of al the xpns of al litrry education, & al litrry busns, xpt vocl redng,—& to rlev us of the bad tndnsy of the comon scols, & of our dstrsng embarsmnts, & of our mortfyng mstaks in ritng compstion, durng lif.

One kind only of lrnnng shud b admtd at the sam tim into the sam rom. This was a part, & a vry valuabl part of our intrnl economy. It prvnts the colfsl & runus jargon of the comon scols, & is as nssry inded fr childrn, as fr yung mn at the coljs & profsonl institutions. The want of such an aranjmnt as this, transforins a comon scol of childrn, hos minds ar, of cors, esly dvrtd & dspatd, *into a complet caos, babl, r bdlm!*—And ho cud supos that, in such srecumstanss, they wud lrn much, r aquir any good mntl habts?

Propr tretmnt, by the inmats & by al pupls, of the parnts, & of ech othr.—Lt al the parnts of a smnry b tretd by al the pupls with much rspct, afction, confdns, & obediens.

The surst means of solv improvmt & hapns among pupls of the domste, r any othr scol, r insttution of lrnnng, shud, with grat solistud, b constanly usd. Ths ar,—1. The cultvation of the naturl sympaths, & solv afctions, togthr with that of mutul rspct, & of chast languj, sntmnts & felngs, btwen the sxs. 2. Prvnng, as far as posbl, al occasions fr rivlshp, envy, & contntion. 3. Alowng no xrtion of strngth upon ech othrs prsns, r tords thm, not evn in sport r recreation. 4. Prmitng no unkind, nr unsivl wrds, looks, r actions, tords ech othr, nr any thng dsind r prpard to produs irritation. 5. The abundnt inculcation of the sntmnt, that slfshns, prid & envy ar alwas men, unmanly, & dspecl, & that jnrosty, kindns & bnvolns, ar alwas nobl, & of hi rput among al sivilzsd pepl. 6. Rquiring the frequent intrchanj of svlts, gratuts & varius kind offss. 7. The erly & dep imprson on the mind & felngs, of the snti-

mnt, that we ar al naturly too slfsh, pasont & partil, to b the acusrs, jujs & xcutionrs in our own caus, & of cors that we must govrn ouslvs, & b wilng to rfr al dfrnss with othrs to parnts, r to techrs, r to the sivil authorty, r to God the riteus & finl judj of us al. The judisus & constant use of such mens, is vry likly to prvnt disgust, envy, hatrd & quarlng, & to produs fratrnl afction, mutual improvmnt, & sosal hapns.

The dspln propr to b usd, & the motvs to good bhavir to b urjd in smrs of this sort.—So much librty shud b givn to the innmats, & so much fre xrsis of thr felngs, inclinations, & facults, as they wil use, & not abus, fr thr own injry, r that of othrs. Aftre sutbl tim fr aquantns with the natur & resn of the ruls of bhavir, fr the xrsis of al du & resnabl morl influns & prsua-son, & fr layng asid old rong notions & habts fr nw & good ons, *thn strict subordnation shud b enforsd* by the faculty, r mmbrs throf, acording to jnrl r pticulr drcions of the Trustees, with as litl & as lht punshmnt, as wil possbly ansr its importnt prpss, & as wil bst secur the wl-being of the institution, & its innmats. The occasions fr corprl punshmnts, & the manr & dgre of thm, shud b wl dfind by propr authorty. Whnvr such punshmnts ar nssry, lt thos b usd which ar atndd with the lest no-triety & dgradation, & which wil hav the most dsirbl influns on the mind & wil of the falty pupl. B frugl of punshmnt; but se that it *nvr* b infctual. Falur of its just objes, wil rndr it a grat evl.

Othr motvs to good bhavir shud b urjd; such as, 1. The aprobation of ons own morl felngs, that of enlitnd & wrthy pepl, & that of Omnipnt & Riteus Hvn. 2. The prsus & onrbl enjoymnts, naturly produsd by thr own amiabl dsposition & conduct. 3. Gratuts, carss, & othr frequent tokns of parntl plsr & rspt fr thr praswrthy conduct. 4. The rtrbutions of a sutr lif, as taut by the bok of natur, of Provdns & the Bibl. 5. Whn nssty absolutly requirs it fr prsverng bad conduct, lt ther b the privation of somthng plsnt, r the infliction of fins to b paid by wrk in pla-tim, r tim gand.—Such motvs constntly & propr-ly prsntd, wud probaly xrt a vry powrful influns on the caractr of chldrn, espesly whn kpt clos from tmptation.—In our insttution, we made grat use of premiums, not fr doing *b/r than othrs*; but fr doing *wl*;—also, brth-ds ffstvls, & the frequent prsntation of good children to thr fathr fr his smils, his carss, his kind &

plsnt convrsation, & othr rwards. Ths mens, with most of our chldrn, had evry dsirbl efct.—But astr al, with som chldrn, corprl punshmnt, howvr dsagrebl & painful to parnts & techrs, in a gratr r ls drgre, as taut in the Bibl, espsaly with nw-comrs, *must b usd.* But it shud nvr b inflict, xpt with cam & dlibrt felngs, & the best evdncs of prntl afction & fidlt. *An oun of prvntion, howvr, is btr than a pound of cure.* Thn look wl to the compny of the pupls, & gard thm from the poisnus & sductiv inflns of asosiats, & visus rltvs.

Othr matrs blngng to the intrnl manjmnt of such insttutions, ar insdntly, & ocasonly, introduasd into othr parts of this cors of lecturs.

The nxt lectur wil b on the aplcation of this systm, espsly to mal education, with a rgulr cors of lrnng & busns markd out fr the tm of elvn yrs.

L C T U R VIII.

THE APLICATION OF THIS SYSTM, ESPSLY TO MAL-EDUCATION.

As the dsfrnt sxs of the human family wr made fr ech othr, it sems naturl to conclud that they shud b educatd togthr. This sntmnt is taut planly by God, in his causng both sons & dautrs to b born of the sam parnts. He has thus shon it his dsin, that brothrs & sstrs, bound togthr by the strong tis of natur, afction & intrst, shud ris togthr undr the frndly & fathful manjmnt of the sam fathr & mothr, thr naturl gardians, techrs & gids. This constitution of Hvn frnshs both with the furst oprtunts, & the strongest indusmnts to contribut to ech othr's suprt & comfrt, svlization & onr; ech doing fr the othr what is fit & proper, acordng to the natur & rlations of things, in that domstc systm which God has establsd. It is esntial, howvr, that evry educationl insttution fr both sxs, shud b of family shap, & b subjct to good & holsom famly rgulations. But, on account of xtrem dfisnys in parntl qualfcations & asduty, &, of cors, *in household education*, & on account, likw, of the jnrl falur of the comon scols to rmdy such dfisnys, ther sems to b now a prsng dmnd fr educationl insttutions—to b, as far as posbl, of pur domstc

carctr, & frnshng, on the family prinspl of slf-suport, a jnrl & librl education; not merly indec fr the drct bnts to the erly innmats, & to the wrld thro thm; but espaly to oprat also as corect & influentil modls fr imtation in comon famls, & fr the dep rfrmation & radcl improvmnt of othr mods, systms, & insttutions of education. Hre is the frst argumnt, & no smal one, fr the admison of a numbr of mals about equl to that of the femals, into smnrs-bilt on this systm.

Another argumnt is, that al comunts, larj r smal, whthr nations, stats, towns, viljs, neibrhods, & espesly famls, do ned *real mn*, possd of masculn powrs, masculn objcs, & a jnrl masculn education, proprrly engjzld, sofnd, tmprd, & rfid by a good, a kind, a fathful & efisnt femal influns, such as that of an xlnt, wl-informd, & afctiont mothr & sstrs. Such mn ar ppard both to kno & to dfnd the rts of such comunts, to afford thm protection, to provid aganst want, & to promot thr union & prosprty, thr onr & hapns; &, morovr, one also ppard, at proprr aj, to entr upon the chef & most consquntl of al human busns, that of educatng famls of thr own. No one, unls educatd in a gratr r ls dgre in a family, r som domstc insttution, is fit to brng up a family himslf. This bi consrn of mn, (I men the rasng up of anothr jnration,) rquires an education, in xtnt & dgre, fit fr a real citzn king, r any rulr of a gratr & enlitnd nation. What wondrs hav bn accompshd, & mastil b, by the domstc scol. Evn the grat Washington, the fathr of our nation, was not made by comon scol, hi scol, acadmy, r colj; but, undr God, by his domstc scol, & himslf.

This slf-suportng systm of jnrl & librl education, was orijnly invntd & dsind fr the pecular bnsf of the ls opulnt femals. But, on trial, it was found, with som smal variations, to b almost as wl adaptd to mals as to femals, & to both in the sam smnry, wher ther is sutbl wrk.

Afr this introduction, much too long prhaps, I wil now entr on the chef busns of this letur, which is to point out som of the main dfisnss of the formr & comon mods of male education, & to sho thr rmdy in this systm. And,

1. The education, acrdng to ths old mthods, is confind within vry naro limts, is vry imprfct & inadquat, & must b so of cors, without an xpns byond the mens of the midl & ls wlthy class of our sitzns. Parnts ar in jnrl vry nglnt, as to both ther

& practs, evn in thos branchs which they undrtak to tech thr childrn. I now mean the physcl r bodily dpartmnt, & the comon & esntial consrns & busns of lif, & much mor so in littur, siens & the ornamntl arts. Inded the instructions of som parnts to thr childrn, by both xampl & prespt, is postvly unsvlizng, vitiatng & dgradng. Atndng the comon scol, sldom, if evr, mnds the matr much, & vry ofn, on the hol, provs dsiddly injurius to svlization, morls & industry, & confrms the pupls in ignrns & bad habts. Whatvr is lrnd at al is, on many acounts, aquird in a vry suprfsal, unsystmte & imprfct manr, of vry litl use fr aplcation in the comon afars of lif. And frequently by absns from scol, & ngljs of lrnng at hom, many of thr most valuabl aquisitions ar lost. If they go to a hi scol r acadmy, the xpnss do not alow thm to tary long enough to lrn any thng thruly, in both thery & practs, undr the sam techrs, r to aquir caretr & prpration fr the varius rlations, duts, enjoymnts & trials of lif. A mer smatrng of nolj is obtand.—But the sons of the rich can b suportd at the hi & the hiest institutions of lrnng, long enough to giv thm too grat a distinction among thr felo-sitzns fr the good of rpublcn sosiety. Thes institutions tbh, aside from thr othr imprfctions, ar in thr tndnsy postvly aristocrate, elvating the rich & dprsng the poor,—brngng the latr by dgres, & thr postrty astr thm, into the position of dgradd & misrbl psnts, r ignrnt, dpndnt menials.

But this systm frnshs a rmdy fr al ths sor evls. As to educationl wlth & powr, the most stabl & valuabl of any, it plass the sons of the poor on equl fotng with thos of the rich. It tak poor but promsng boys at fiv yers of aj, & plass thm undr the care of abl, wl-informd, fathful & educatng parnts, ho wil se that they daly advans in the varius dpartmnts & brauches of usful lrnng, al going forwrd togthr in harmony, *during elvn yers*, —a sufisnt tim for thru aquantans with evry importnt matr of atntion, & the establlshmnt of good, strong & substantial habts. Such an education is equl in valu to what the rich can giv thr sons, by al thr mony & thr anti-rpublicn institutions. It beoms, to al ho poses it, most prsus & avalbl proprrty, alwas at hand, dpostd in ons own slf, going wher he gos, & dwlng wher he dwls, & in a plas wher no fire dvours, no moth corupts, no thef aprochs, & no chanjs of lif dstroy. And this, al aquird by the proprr employmnt of thr own powrs, & without the comon tmata-

tions to idlns & vis. The pupls ar not kpt at wrk long enough at a tim to becom tird of it, r to frgt thr lrning; nr long enough at lrnng to prvnt thr rllish fr it, r to forgt thr wrk. Al parts of the human systm ar xrsisd togthr, as they shud b, in the varius branchs of usful lrnng & busns, til a most valubl caractr is formd & confrmd by habit, & *a yung man, wl-proportiond, abl, usful, onrbl & hapy*, is plasd erly in the wrld to bles human so-ciety, & act fr the improvmnt, the rejnration, & the hapns of society.

2. The usual mthods of education ar xtremly dfisnt in the physcl, morl & ornamntl dpartmnts. I shal spek of ths dfisnss as they ar jnrly found prvalng in the domstc & comon scols, & the hir insttutions of lrnng; admitng, ons fr al, that ther ma b onrbl xptions, & that ther has of lat bn mansf a laudbl spirt of improvmnt, espaly in Maschusts & Nw York, & prhaps in som othr Stats.

Intletul improvmnt in litrtur & siens, sem to b the chef & almost the only objct of the comon scols & hir educationl inst-tutions, *as tho this wr the hol to b sot fr in educationl afars*. The matrs of hlth & physcl improvmnt, sem to b lft entirly to the hom scol, & evn ther they ar jnrly without rgulr systm,—*al at haphazrd*. Som, I aknolj, espaly in the cuntry, by the old family customs of sod & slep, pla & labr, *hapn* to obtan prety good bodily constitutions. But non aquir that jnrl strngth in al parts of the systm, & that adaptation of it to varius & insdntl uss, which wud naturly b produsd by a judisus cors of athltc & jymnastic xrsiss & xrtions, solod mor r ls, daly, fr yers. This dpartmnt shud b the frst, & a grand consrn of al educatrs. Fr how litl wud a jigante mind, a good hart, & amibl acomplsh-mnts, aval in this lif, without a wl-formd, hlthy & efisnt body.

With rgard to morls, that matr of paramount importns in the caractr of man, as the rational, accountbl ofsprng of God, plasd here in a sosial & probationry stat, the formr & usual mthods & insttutions of lrnng ar grosly dfctv. Vrtuus & jnrus sntimnts ar not sufisntly inculcatd & imprsrd on the hart by erly & continual adrss to the morl felngs,—such as thos of onr & shame, propri-ety & impropriety, riht & rong. In the provns of morls almost nothing is don out of the hom scol, xpt the prohibition of srtan grosly imorl acts, by thretnd pnlt, & the dry study of morl phlosophy, as it is cald. Ths mens sldom hav any dep & last-

ng salutry esct on the caractr. Inded, the comon scols & hier educationl insttutions, much on account of the compny in which the pupls mingl, whn out of the siht & control, at ons, of both parnts & techrs—as in going to & from scol, at resss, intrmis-
ons, &c.,—& much also on account of thr condition, in varius
rspcs, whil rsidng at coljs & bordng houss, *ar truly dmorlizing*
in thr tndnsy. In ths plass, the gidy, wawrd childrn & yuth
meet with many strong tmtations, without corspondng fortscation
& gard aganist thr influens. In the famly scol also, the propr
mchl instructions ar too scant, & the reins of govrnnt too loos.
The yung of our ras ar xtremly soli in thr naturs, & they practs
drctly on ech othrs harts the irsistbl eloquns of felng, pro-
pnsty & pason; & thr fusibl inclnations & caractrs, lik metng
watrs, esly amalgmat, &, in thr *downward cors, ar constntly seek-
ng a lvl.* Thus one nauty & unsivl child r yuth, wil dpresiat
r corrupt many.—Also, putng out childrn to bord abrod, awa
from the constnt watch & care of thr parnts, *r fathful ACTNG*
parnts, merly to pas awa thr tim, r to atnd scol, is vry danjrus
to thr morls.

The ornamntl dpartmnt, such as es & gras in motion,—the
matrs of comon svlty & etot among the wl-brd,—the vry plsnt
& usful acomplshmnts of drawng, paintng, musc & polit littr-
tur, sem to b vry jnrl ngletd, xpt in som vry xpnsv scols,
particuirly apropiatd to this dpartmnt of education. But the
systm of jnrl & librl domstc edncation, xibtd in ths leturs, givs
sufisnt tim & oprtunty to atnd thruly to evry importnt branch
in al the dpartmnts of lrnng, & to ariv at hi atanmnts in litrtur
& siens;—sufisnt tim & oprtunty also, fr the therct & practcl-
nolj of busns in jnrl, & that espслy which is folod, r to b folod,
fr usulns & slf-ruport.

In the physcl dpartmnt, ther is a complet systm fr daly practs,
evry part of which is prpard in the bst manr posbl fr jnrl
hlth & strngth,—fr endurng nssry fatig & xposr,—fr efisnsy in
productv busns, fr bodily activty, es & ajlty, includng the con-
srns of our daly wants & comfrts, such as fod, clothing, lojng,
washing the prsn, arng, tmprtur, varius labrs, athltc & jymnastic
dvrsons & xrsiss, afars of hlth, prvntv & rstdrtv, & of tm-
prns in al thngs. And this systm is to b daly practsd, also,
undr the drcction & inspection of afctionat parnts, ho hav wis-
ruls to gid thm, & a kind & fathful powr to ovrse thm.

In the dpartmnt of morls, ther is also a complet & harmoniūs plan to b daly rgardd. One of the frst thngs to b don, is to cal forth to action thr naturl asctions & sympaths, & to cultvat thr naturl snss of propriety & impropriety, of dignty & menes, of onr & shame, of riht & rong. Ech shud b made erly to shudr at the thot of doing any thng unwrthy, improp'r, r wikk'd, ethr tordz God, r man, r himslf, r the bruts,—& that too, evn on the suposition that non but himslf shud evr kno it. This wud b a hi atanmnt indeed, & giv promis of futur usfulns, & hapns in svng & enjoyng God, his selo-mn, & himslf. No systm of education is, by any means, complet, which levs this grand matr out of its acount.

The varius plsnt branchs in the ornamntl dpartmnt ar here by no means lft in the bak ground. The amibl & intrstng acoplshmnts, arisng from the cultvation of the bnvolt & sosl felngs, of the fine & librl arts, & of jntel litrtur & manrs;—the cultvation also of the snss of ordr & harmony, of buty & sublimty, of congruty, novlty & grandur, ar al vry valubl fr privt prsnt enjoymnt, & fr usful, plsnt & onrbl crnsy in the wrld.—Drawng is bgun erly, & practsd much fr dvrson, & an esy introducton to hand-ritng. Just so with vocl muse, which shud b practsd daly, espasly just bfor rtirng to rst fr the niht. Ther shud b a singing scol, kpt in the chapl, a short tim, tw evnngs evry wek.—Some paintng & instrumntl muse, with othr branchs in this dpartmnt, ar to b atndd to at prop'r aj, & in du dgre. Som of ths, by a slfish, iniqtus & cruel monopoly, hav bn plasd byond the rech of the ls opulnt class of pepl. But this systm ofrs thm freely to al, & to any dsirbl xtnt. Ther is in human natur jnrly, a grat fondns fr muse, & othr fine acoplshmnts. Why thn shud the ls wlthy & mor laborius class, ho-most ned thr dvrtn & recreatng insluens, b dprivd of them?

The education of mals has jnly bn too esmut, & has osu, on the othr hand, fr want of femal insluens, & that of ornamntl lrng also, trnd out from the monstry, r any monksh insttution of lrng, upon the wrld, yung mn xtremly clownsh & rugh,—hardly haf svlzd. But this systm is dsind to frnish al' important matrs in prop'r sesn, in du proportion, & in plsnt congruty & harmony.

33. The old & usual mthods of education, hav bn vry dsisnt in the consns of slf-education, slf-drcction, stability & weit of

caractr, & of invstgation & invntion.—The das & yers of puplj ar but the comsmnt of a lis in ths thngs, & the only lis which we shal evr hav to liv here. How importnt thn, that, in the erly part of this one importnt lis, boys b put into the busns & daly practs of the vry thngs which ar astrwrd to b prsud; r, mor proprrly, that they b st a going, & kpt onwrd, in thm, fr the sak of a mor thru & famlir aquantans with thr naturs, rlations, uss & nssts. But what systm, mthod, r insttution of education, has not ben grevusly dsctv on this scor? How oftn is it said, that such a man has good facults & is wiling to wrk, but canot st hmslf at it? The resn, the comon sns, the morl felngs,—the invstgatng, the comparng & the invntv facults—ths means of slf-education, slf-propulson, slf-govrmnt, & slf-drction, ar not st erly enugh in opration fr indpndnt & prsverng practs & hdwa, at the clos of puplj & minorsty.

Fr thes dfisnss, ther is also in this systm a vry sure rmdy.—The litl fiv-yer-old boy is st at wrk to instruct, to gid & manj hmslf, & put into the wa & kpt onwrd in the wa in which he ma xpct to b somtbng, & to *do* somthng in the wrld,—& that of & by hmslf, undr God, & indpndntly of parnts, techrs & felo-mn. He is not only taut how to educat, drct & govrn hmslf; but is put into the vry busns. He is daly ld along in a cors of lis, of nolj & of busns, & which givs him crj, prsverns, & propr confdns in hmslf, til he can go aion as a man, & plan & act indpndntly fr hmslf. He bcoms abl to form, by hmslf, corct prinspls, opinions & projcs; & thns aquirs stablty & weit of caractr, which bring him a rich harvst of wlth, onr & hapins.

4. The old & comon mthods of education do not frnsh a jnrl cors *long enough to form good & prmannt habits of thinking & acting* in the many cares & dutis, sufrngs & enjoymnts of comon lif. Al this neds no prof, but actual inspection & a litl rsefction. Yu can hardly opn yur ys on sosietys without seing it.

But this also has here a rmdy. Fr this systm is so aranjd, that al the importnt matrs in the difrnt dpartmnts of a jnrl education ar introdusd in propr concetions, & at propr aj,—ech rsevng du rlatv & proportionl atntion fr das, months, & yers, as in a comon wis & enlitnd famly,—that al ma b thruly lrnd & prctsd, & thus prpard fr rdy use, as ocason shal rquir, in the comon r spsl afars of lif. It is lik an orgnizd & livng body, ech mmbr rsevng its du proportionalty in siz, strngth & actvity,

& in harmony with al the othrs, is alwas rdy fr its own propr use.

It also frnshs means fr nssry & dsirbl chanj. One kind of labr, r of lrnng, wil giv dvrson & rst from anothr. This is atndd with grat advantjs, & enabls one to acomplsh much mor in a da than he othrwis culd. Bsids, if one kind of busns fail, it givs prpration to entr on another, & another stil, without embarsmnt. Lt al considr wl ths things.

In ord'r to giv a mor complet vw of this systm, in its dtals, & to sho mor fuly its abilty to rmdy the dfisnss hre compland of, I wil giv a scdul of a rgulr cors of mal education, *fr the trm of elvn yers*, espслy whrin it *shud* & *dos* difr from that of femals, prsntd at larj in the fift lectr of this cors; this trm to comns on the frst of the Ma aftr fiv yers of aj, & to continu til the sam da aftr sixteen.

FIRST YER, ajd 5.—The boys shud prform som liht busns in evry da famly consrns, comonly in Amerca cal'd *chors*; such as drivng the cows, transportng fuel, chop wod som with a liht prety ax; bgin to lrn bradng, nitng & sewng with the grls, in conxon with som plain & intrstng oral instructions; go of ernds; lrn to wash & drs thmslvs, to tak care of thr own bds, clos, shos, & othr proprrty, & to swep thr own rooms; bgin to rak & trd ha, &c. They shud pla much, & bgin' to practs systmte jymnastcs. They shud b taut to govrn thr tmprs, & to think of thr own busns & prform it in its tim, without being frequently rmindd of it by othrs,—to b carful & fathful, modst & clenly, kind & jnrus, & to tret the grls proprrly. They shud b hlpd much in lrnng orl languj.

SECOND YER, AE 6.—Bgin to do othr liht wrk on the farm, espслy in plantng & hoing the felds. Hlp tnd the catl in the wintr. Wrk som in the gardns. Advans in thngs bfor bgun.

THRD YER, AE 7.—This yer, undr the jnrl suprintndns & inspection of thr actng parnts, the boys shud bcom somthng lik aprntss to thos of tn yers of aj r mor, in varius busns, espслy in the afars of a gardn,—in which they both shud hav an intrst, ech with a femal partnr, & in the plsurs & profsts of which al four shud hav a shar. In this they shud continu til they thmslvs bcom tn.—Lrn to handl tools som in the wrkshop, & to mak som smal things fr amusmnt, r profst. In this they shud continu, mor r ls, to the end of the rgulr trm.

FORTH YER, AE 8.—Lrn to mo a litl in thin gras, with a short liht syth ; rep, a litl ; gathr bens, pes & fruts ; do som liht wrk in the brik-yard, if ther b one ; pick up potatos & fruts in har-vst, & husk Indian corn ; advans in athltc sports & jymnastic esrts. Bgin to ride hors & driv a tem som. They shud now b taut the propr tims of doing thngs, & the resns of doing thm as they ar don.

FIFTH YER, AE 9.—They shud now lrn to swim, wher is no danjr, to hlp manj a boat, to angl r catch fish, to draw & eary watr, with som atntion to its philosophy & uss. Mak dams in runng watr, & som smal watr-wrks fr amusmnt. Lrn somthng of the mchanel powrs, & othr artcls in naturl philosophy, & thr varius uss in comon matrs. Se to the liv stok som in sumr.

SIXTH YER, AE 10.—Undr the drction & ovrsiht of parnts, they shud now bgin to gid a yungr boy in varius busns, espesly in gardnng. Ech boy shud now bcom a forman in the afars of his own gardn, with a femal partnr in the consrn ; do liht wrk ocasonly haf of a da at a tim, in sumr sesn, on the farm ; mnd & mak smal shos ; kindl the fire in the kitchn ; tak part in dbats ; to read & spek thr own compostion ; atnd som to the politcl afars of the town, stat & nation ; bgin to milk the cows.

SVNTH YER, AE 11.—Bgin undr propr gidans to atnd on varius publc ocasons, & to se & lrn the wrld as it is.—Grind ej tools ; atnd to weits & mesrs, & use thm ; lrn the uss, the dnom-nations & coins of mony ; obtan som aquantans with comrsl afars ; mak smal wind-wheels & othr mashinry ; use cros-bos & fir-arms, &c. At the clos of this yer, they shud b xamnd in comon lrnnng in jnrl, as canddat fr a PRIMRY DGRE, & such othr rwards as hav bn ofrd on srtn condtns.

EITH YER, AE 12.—Tak the formanshp of varius busns, espesly the care of the catl in wintr ; chop wod in the forst ; lrn simpl land msr ; mak som jeolojcl srveys & colections ; assist in kepng the acounts of the smnry ; lrn cors paintng, & varius shop-wrk ; lrn to b jnrus, just, chast, dlc & jntlmianly tordz femals ; atnd to the theroy & practs of techng othrs ; sow smal grans ; atnd to the theroy & philosophy of agrcultur, of varius mchanel busns, & of mrchandis ; read som select priodcls, jrnys, & kep a privat jnrl ; b much in dbat & fre confrns ; study mn, & thngs, & *languj* much.

NINTH YER, A 13. At this aj, the busns of makng the boys usful mn, real gntlmn, abl & wrthy ctizns of an enlitnd rpublic, shud b prsud in good ernst. Habts of thru invstgation, of care, promtns, prsverns, punctuality, & coretns, shud b formd, & thr jujmnt shud b xrsisd in al things that fal within thr propr spher, they shud atnd much to the siens of govrnmnt in its various forms & dpartmnts, much to the constitutions & laws, & the politcal afars of thr own stat & nation ; read rgulrly & with care, one r tw good politcl nwspapr ; jrnly fr observation & an aquantns with the wrld ; bgin to hold somthing lik the forms of scol-metngs, town-metngs, varius convntions, lsslatur & corts of justs. Ther shud now b bgun, undr the wis & fathful manjmnt of thr parnts, & of the hol faculty, much jnrl redng, *fr jnrl nolj*. Thruly rvw the branchs of the primry education, that they ma b wl ppard to tech childrn.

TNTH YER, A 14. Undr the gidans & suprvsion of the parnts, they shud tak the formnship of many mor thngs in busns & lrng. Atnd much to economy & hlth in livng, to means of prvntng disess & rstorng hlth, & to al thngs that rlat to bodily & mntl abilty & esisnsy : atnd to the wrth of proprrty in proportion to its xpns. Study the charactrs, motivs & dsins of mn, & what dgre of confdns is to b plasd in thm. They shud now b put on thr gard aganst futur tintations & xposurs among mankind. Study navgation & land surveyng.

ELVNTH & LAST YER, A 15. Rvw much that blongs particlrlly to mals ; pa much atntion to thr varius probbl & possbl rlations in lif, & thr consqnt oblgtions & prvljs, such as thos of husbnd, fathr, techr, neibr, sitzn, &c. They shud b wl ppard & frnsd *fr the vast & responsbl, & chef busns of mn in this lif*, which is, *with hlp-meets fr thm*, to institut, suprt, manj, & educat a famly of thr own. They shud this yer, becom formn in som of the matrs of the sminry ; try thr edcation & skil som abrod in the wrld alon, to tst thr capassty fr slf-drctn. They shud now b thinkng seriusly rspectng a profson, r som rgulr cors of chef busns fr onrbl slf-suport & comfrt in lif, & fr usfulns among mn, & shud b takng counsl of the most judisus & fathful frnds, in rlation to this vry importnt matr. At the clos of this yer, It thm b xamind *fr a clasc dgre*, fr any osrd premiums, r fr approbation & recomndation as techr, r as labrrs in any particlur busns, r as candidats fr aprnti-

shps, r proffsonl stud with rfrns to othr kinds of busns.—At this tm, they shud ethr lev the insttution, r tary longr fr srtan sps-fid prpos, as shal b agred by al partis consrnd.

Now, dos not this scdul, togthr with that in the fift lectr, made prticulrly fr femsls, provid aganst many lamntbl dfisnss in the formr & usual mthods of education; & giv grat wrth to this systm?

5. In the comon mthods of education, ther has bn grat falur in the vry nssry & consqntial afars of jnrl nolj, periodcl redng, & educationl jurnyng. This I ned not prov; fr, undoutdly, non wil dny it.—Hre also, this systm frnshs a rmdy, as al- ready sen. *Jnrl nolj*, in conction with what is clasc & spesifc, but not a substtut fr it, is not hre lft to the dictats of idlns, capris, r hap-hazrd; but is duly apresiatd & rquird undr wis & fathful manjmnt.—*Periodcl rdng*, so esntial to giv one a correct histry of his own tims, & a nolj of the subjcs & objcs of intrst in ths tims, hre rsevs the atntion & guidns which its importans, & *its danjrs*, dmnd.—*Jurnyng* also fr obsrvng the wrld as it is, & fr jnrl improvmnt, espesly in comon manrs & et-qt, at frst with a skilful techr, & aftrwrds alon, is by no mens lft out of the acount in this systm, dsind to b bilt on the principls of comon sns, & with rfrns to the comon condition, wants, intrsts & objcs of mankind. The matrs undr this hd surely shud recomnd this systm.

6. The comon mthods of education, ar not what they shud b with rfrns to *the politcl consrns* of a rpublicn nation. Sldom inded dos a famly, comon scol, hi scol, acadmy, r colj evr snd out a yung man, wl frnshd by its cors of instruction & lrnnng, fr the varius duts, privljs, & ofss of a fre govrnmnt. They must, jnrlly spekng, aftr al, fr ths qualfcations hav rccrs to th- inclnation, tact, & such hlpss as fal in ther wa, r as they can procur fr thmslvs.—On this scor, also, this systm is not wantng.

7. The last comon educationl dfisnssy, I shal now nam, regards a numbr of thngs, al of which hav a rlationshp among thmslvs. Most of ths hav bfor bn insdntly hintd at; but not made susntly promnt. Ths ar the consrns of svlization; the varius rlations & the consqnt oblgtions of lif; the rits, the valu, & the propr tretmnt of femals in thr varius coditions in soiety; the suprt, the manjmnt, & the jnrl education of a famly; & finly al matrs that sonsrn the public pes, & jnrl

wlfar. That ther has bn grat & ruinus dſsnsy in ths thngs, canot b dnid.—But it has bn no smal objct in the formation & practs of this systm to mak ampl provison aganist ths enormus evls ;—to svliz the mals by al propr means & influns, espesly the influns of femals—the mothrs & the sistrs ;—to mak thm *kno*, & prpar thm *to fulſt*, thr varius oblgtions, arising from thr naturs, abilts, & rlations among mn ;—to tret femals with propr dlcys, decorum, kindns & rſpcet ; to contribt as they shud to the public improvmnt, ordr, & jnrl wlfar; & in a just, a jnrus, a dſcret, & fathful manr, to institut, suport, govrn & educat famiſs of thr own ;—in fine, mak thm good husbands, good fathrs, good techrs, good neibrſ, good employrs, good sitzns of a fre stat, &, *indeed, good jnrl busns mn.*—Now what jnrus, onrbl, & bnvolnt man, wil not st a hi estmat on this systm of education, & dō what he can to xtnd it among his felositzs, & encurj its opraions.

L C T U R I X.

MTHODS OF TECHNG IN THIS SYSTM, WITH SOM SPSMNS.

Esy & plesng mthods of conveyng nolj to othr minds, ar material in the provns of education. A natrul manr oprats freely & agreeably on thos possng similr sosal naturs, & of cors, constituts an esntial ingredient in *apns to tech.* Ther has bn a lammntbl wast of tim, comfrt, & morals too, by forsgng childrn erly to boks, & to the hard & dsgustng task of tryng to lrn from thm in irksom confinmnt, what they canot, r do not understand, & that also frequently on uncomfrtbl seats, in a disgreabl & injurius tmprtur, in a dsgustng & unholſom atmosphер, & ofn in unpleſnt & bad soſiety. This is a prinspl reſn why many erly bcom bitrly prjudsd aganist scol & al litr-ry lrnng, & ar aftrwrds dul, vitius, & vitiatng scolrs, wilng to atnd schl only fr the sak of the company, r the sports, r the prvljs of vntng thr harts without rſtrant among thr scol-mates. Such caus much damj to the scol, & ofn mor than to balns the bnſt they thmslvs obtan, & also fr thmslvs, a sure foundation fr shamful ignrns & grevus embarsmnt in al subsqnt lif,—al fr

not being erly, by propr condition & propr mthods of techng, intrstd & plesd with the matrs taut.

To mak the subjct of this letur vry plain, I wil giv som d-
scription of the mthods of tchng undr this systm & thn som
spsmns to ilustrat ths mthods.

1. Much orl instruction is usd. The sounds of the human
vois, atndd with its propr tones & modulations, the just xprsons,
of the countnns, & the aproprat motions, attuds & positions of
the body, ar the most naturl, plsnt, & esctul mens of intrechan-
ng thots & felngs rmong mn. The subjct of orl instrnction was
dscusd at larj in the thrd of ths leturs. Thn an endvr was
made to establsh tw positions ; 1. The superir advantjs of orl
instruction ovr the use of txt boks, espesly fr childrn, & the
minr clas of yuth. 2. The union with orl instruction, of propr
handercraft fr slf-suport, lsns the fatig of both, & hastns the a-
quisition of lrnng. I thrfor ned sa but litl hre on the subjct,
only to stat the fact, that this mthod of tchng, propily usd, int-
ests the felngs, awakns the undrstndngs, prvnts that fatig, irk-
sommns, & dsgust, which oftn atnd the othr mthods, & of cors
rmovs the chef obstcls in the wa tords the stor-hous of nolj.—
How much esir & quickr we understand & rmmbr, what we her
spokn, thn what we read.

2. Evry thng taut shud b made so simpl & plan, & xprsd in
languj so familir & esy, that the lrnr ma hav cler & ful cons-
pctions of it. Of what svrs to undrtak to tech litl minds what they
canot comprhnd, r to tech thm propr thngs in languj not undr-
stod ? Techrs shud erly endvr to dscovr what thngs thr pupls
can undrstand, & what wrds they *do* undrstand, r they wil b liabl
to labr in vain. But astr al, such is the imprfction of languj,
that it is about imposbl to xprs, r freely & dstinctly to ilustrat,
many thngs by it. Such cass cal fr apropriat fgurs, diagrams,
maps, peturs, & varius symbolecl rprsnntations, as in jeogrpphy,
mathmatcs, & varius branchs of natural philosophy, espesly
astronomy. Modls, sampls, & xprimnts shud b employd in tch-
ng the yung, whn convenient. But at any rate, plain, simpl,
intlgbl languj, shud b usd. Evry stp of nolj thus takn, prpars the
wa fr anothr, & so onwrd.

3. Grat efrts shud b made to tech orl languj, & to tech it erly,
& acrly. We se that vry smal childrn do lrn languj, & do
lrn thr "mothr tong" vry rapdly whatvr it b, good r bad. Ther

is, therfor, no dseulty hre, if yu wil use the rit mens. And this inded is wisly ordred by the Good Lord of natur & Provndns. Fr languj of som kind, is the rsptcl & dpostry of nolj, as wl as its comuncatr. Its incres, therfor, shud kep an evn pas, at least with the rich stors to b dpostd. It wud b usles to tech languj fastr than aditionl nolj cals fr aditionl stor-rom, & propr chanls of conveyns. And it is a grevus, tho a comon err, to giv r r. sev nolj fastr thn good, vrnaclr, orl languj in which to la it up, & by which to use it. This err, in thinkng prsns, invarbly leds the ingenius & actv mind of mn to a vry inconvenint embarsng & prnissus shift r mntl habt,—that of formng & usng, insnsbly, prhaps, in most cass, fr privat, prsnl conveniens in prsnl nssty, *a nw & pcular mntl languj of thr own*, as a tmpry dpostry of thots, but not a comuncatr, consistng of figurz, colrs, motions, attuds & positions, togthr with som nams, prhaps, al printd on the mind, but incomunebl to othrs, til translatd into orl, & the vrnaculr languj. Hns, the vast importns of techng corct orl natv languj so erly, & so larjly, that it ma b usd, lik a good sound bank, fr both dpost & xchanj; at ons a magzin of nolj, & an esy, saf & plesnt medium of its comuncation. It is this, in fact, which maks rdy, populr & powrful spekrs & ritrs. But lt thr b a strict gard hre aganist vrbsty,—mor wrds thn thots,—mor sound thn sns. To ilustrat this subjet mor fuly, tak a fair spsmn, that of an onst, wl-talntd, judisus, rtird country farmr, chosen by his felo citzns to rprsnt thm in som populr asmbly, on a subjet of intrst. He undrstnds & fels the subjet, & wishs to spek upon it. But his thots hav al bn in his own privt mntl languj, which he canot use fr comuncation. His hol.stok of vrbl languj is vry scanty, & that almost entirly of comon famly use. Its wrds wud al inded not mak a colum much longr than his ho-handl, his raks-tal, r, at most, his rod-pol. He riss in the asmbly with felngs of ardr, with a mind ful of thot & sound sns, & with hi xpctations of suess. Al giv ernst, rspectful, & xpctant atntion. He soon finds it imposbl to use his mntl languj, the stor-hous of his valuabl nolj, abundntly mansd in plan & action, *tho not in spch-makng*. He tris to translat as he gos along. But, evn with much ado, he hagls out only a fw sntnss. He beoms dscrjd; his ardor cols;—givs out, & sits down, amidst the sympaths of many, the astonishmnt of som, & the ridcul of othrs. “The mountns labrd & brot forth a

ious!” Al this was fr the want of orl & vrñaculr languj. Do thin, I bg, lt it b taut erly & much,—& that by apropiat & correct use, by much dfinition & illustration, & by much fre converstion on al subjects taut & lrnd, that such dolsful & dstrsng embarsmnt, which I hav oftn xperinsd myslf, ma b avoidd. A plntful suply of wrds, al handy & rdy fr use, with a thru & dsnt nolj of thr menng, & rlations, is a hi atanmt, an invalubl privlj, & rich trsur fr any one ho has much consrn with mnkind, espesly in public spekng & in ritng fr the buft of the wrld.— Most pepl, howvr unlrnd, ar btr suplid with othr nolj, thin with that of thr own vrbl languj. Thrsfor, lt no pepl, in his redng & lrnng, pas any wrd without a nolj of its menng & orthogrphy at least, if he dos without thos of the etymology & syntax. Lt ideas & wrds, in thr onwrd progrs, kep abrst. Finly, lt this short maxm b obsrvd;—*Nolj In wrds, & wrds fr nolj.*

4. This systm combins the varius good & usful mens of gving & rsevng instruction:—as, 1. *Presptrl instrucción* from a parnt r a profsonl techr, comunicatd orly, lik that of Socrats, Jesus Crist, & othrs. This is vry importnt in its plas.—2. *Mutul instruction*, in which the pupls by trns, r by dsgnation, giv out lesns, from txt-bok, to a clas, whil at wrk, & se that they duly atnd to it, & lrn it. By this mthod the ledr lrns the lsn, whil techng it to othrs,—much tim & xpns of techng is savd,—the entrpris of the pupls is awaknd, that ech in his trnma hav the onr of givng out the lsn,—& they ar consntly aquirng the nolj & habits of profsonl techrs, as in a frst rate norml scol.—3. *Instruction by fre converstion on the subjct in hand.*— This givs fair oprtunty fr the pupls to hlp ech othr, to djst thr own nolj & to fix it wl in thr mmry.—4. *Slf-instruction*, by obsrvation & rflection.—5. *Bok-instruction*. Som wher, I think, I hav previously said, that, at about twlv r forten yers of aj, the pupls shud spnd an our r two, r mor, in a da at clos bok-study, in ordr to aquir the habt of thus obtanng nolj, bfor the clos of thr puplj. This, no mor than presptrl instruction, shud, by any mens, b dscontinud. The pupls shud, howvr, hav judisus gidsns in thr chois of boks, fr both jnrl & spsfc nolj, & b subsquently xamnd as to thr nolj of thm. Varius authrs shud b red on the subjct, as was practsd, to gnat advantj, in my said modl scol. Ech of ths mthods of instruction shud b usd in du proportion, & at propri times.

I now com to the othr branch of this letur, in which I am to giv, as wl as I can, by dscription & rprsntation, som spsmns of instruction undr this systm, & far as posbl, ras the imjry r ideal prsns, of the disrnt class in sucssn, & of thr xrsiss fr a short tim.

The Frshmn Clas r Famly.

Ther ar about thirty pupls, mal & femal, admittd at the comns-mnt of thr disrnt sucssv yers, of thre dstinct grads, the frst adj *svn*, the scond *six*, & the thrd *five* yers. Al ar sitng in comfrtbl sets within convenient siht & herng of the tchr, & al hav thr wrk,—bradng, nitng, r sewng. A premium of frnts, r nuts, r somthng els plsnt, plasd bfor ech fr irprhnsbl conduct, to b takn up at the tim st, whthr in one, two, r thre ours, r at noon, r at niht.—It is suposd that the hol hav previously lrnd the alphbt.—The techr, probbly the mothr of this famly, bgins with the thrd grad, agd five, ho sit nerst to hr; al the othrs atndng.—The morning lsn.—*Mothr.* If I use any wrd yu do not uhdrtnd, b carful that yu ask me the menng, as soon as yu can gt oprtunty.—*Child.* Mothr, what dos *wrd* mean? *M.* The sound of our vois, r svrl sounds put togthr, which mean thots, r ar the nams of thots. Yu sa *hors*, r *cow*. Ths sounds r noiss, which yu mak, ar the nams of what yu think of, r ar talkng about.—*C.* What dos *understand* mean? *M.* To kno r to se with the y of the mind. The wrds, *amo vos*, you do not understand, fr they ar Latn, & yu nvr lrnd thm; but thr English menng, *I lov yu*, srtanly yu do understand, fr yu kno wl thr menng.—*C.* We kno yu lov us mothr, fr yu ar vry good to us. We now understand the menng of the *wrd understand*.—What is mind?—*M.* It is somthing spirtual in us, & wil nvr di. We canot se it any mor thn we can se the cler wind. We canot fel it any mor thn we can fel the modrt liht. It is not lik erth, r watr, r wod, r stons, r fish, r bons. It has non of the prperts of matr, r, of our bods. It is that in us which thinks & lrns, loves & hats, hopes & fers, & maks our bods mov & act. Yur thots al blong to yur mind, & ar the oprations r wrkngs of the mind. When I sa, "mind what I hav said." I mean, *think of it*, & *act accordng to it*. Whn I sa, "mind yur wrk," I mean, *pa atntion to it*, & *do it wl*.—*C.* What is the menng of *oprtunty*? *M.* It means that yu hav a tim to do a thng, that nothng stands in the wa of it, & that yu ar abl to do it.—I now wish yu to use yur nw wrds, of

which you have just learned the meaning, that I may know that you have learned the meaning, & also, that you may not forget the meaning. Each now says something, or makes a sentence, containing the word I named,—*Word*. One says. “We must be careful to keep our word. Another, “Let our words be true & true;” another still, “We must not forget the words that mother taught us.”—*Understand*. One says, “I could never before understand what mother meant by that long word. Another, “I do not understand Latin.”—*Mind*. “We should improve our minds by learning; we must mind what our parents say.” &c. *Opportunity*, “We have a good opportunity to get knowledge.” &c.—Second grade, and six, sitting next behind the third—*Subjects—Pictures—Written or Printed Words—Speaking*.—*M.* Here is a picture.—*C.* It looks like a horse.

 *HORSES.* Oh how pretty & grand he appears.—*M.* What then does a picture mean? *C.* Do tell us, mother.—*M.* It means the horse showing to us of the shape, or a part of the shape, & perhaps the color too, of something, *by painting*. It speaks to the mind through the eye, as words do, through the ear. The picture of a horse says *horse* to us, the same as the sound or word *horse*. But there are some marks by the side of the picture; what do they mean?—*C.* They are letters, mother, such as we have learned;—*h-o-r-s-e*, four of them.—*M.* These do not look like a horse, any one, or all together.—*C.* No.—*M.* They do not make a picture. But they are put there to signify the sound, *horse*. They together make the written or printed word *horse*, which *sounds*, not the letters themselves, mean *horse*, the same as the picture does.—*The horse eats grass*. Here the three letters *t-h-e* stand for the sound *the*; the three letters *c-a-l-d* stand for the sound *eats*, & the four letters *g-r-a-s*, stand for the sound *grass*.—Now you wish to tell this, perhaps, to someone that cannot hear the sounds of your voice, or you may wish to have it so, that you can see it again yourself. Therefore you write or print on paper, or on something else, these several bunches or parcels of letters.—*The-horse-eats-grass*, & send them to him. He looks on these parcels of letters, & if he has learned to read, he thinks of the sounds from which they stand, & knows the meaning, & he can also say the sounds, from others to her, & all understand the sounds, & the meaning, as well as if they came directly to the ears from your mouth. This shows you the use of letters in written or printed words, *signifying those sounds*, which do themselves signify those. It also explains what reading is & what is its use. It also tells what spelling is,—that it is the putting together of the right letters in proper order, *as people have agreed to do*, to represent particular sounds, which sounds are agreed upon to mean certain thoughts.

One of the second grad now takcs the plas of one of the frst, ho has bn atndng to the brkfast.—Subjcts—Redng,—Dfinng,—Gramr,—Composition,—Splng.—*M.* Jon, la down yur wrk; tak this bok. & read a sntns, & thn pas it to the nxt, &c., that ech ma read.—*Wl.* giv me the bok. Jon did read, “The sun shins on us britly.”—*Al* at yur wrk.—What is the chef wrd in this sntns?—*C.* Sun.—*M.* Dfin sun, r tl us the menng of the wrd.—*C.* It is that grat, round, brit, shinng wrld, which maks the da, & such plsnt mornngs & evnngs fr wakng & running about, & is so warmng.—*M.* What sort of a wrd is *sun*?—*C.* It is a nam, r noun.—*M.* Has it any wrd to dscrib it?—*C.* No.—*M.* If *gloriou*s wr joind with it, what wud that b?—*C.* It wud tl us somthng *about* the sun, r dscrib it, & wud of cors b a dscriptiv ajctv. as yu hav bfor told us.—*M.* What is the cald?—*C.* A dfint artcl, & by som, of lat, a dfinng r spsifyng ajctv.—*M.* I wil tl yu a litl about this litl wrd. I think it riht to clas it with ajctvs. It is jnrlly usd as a svnt to a noun to inform us that it means som *prticular* objct r objcs, & the only one, r ones, of that nam, with which the spekr has, at that momnt, any consrn. It is somtims, lik othr wrds, usd also as an xpltv, to sofn & smothn languj. But it sems to ansr both prpss hre.—*The* brok is almost dry. Hre *the* tis of a srtn brok.—*The* brok Kidron. Hre it has no use, xpt to smothn the xprson, becaus the nam of the brok sufisntly dfinis it.—What dos the sun do?—*C.* It *shins* on us.—*M.* What dos *shins* mean?—*C.* Shdng forth liht. It xprss the action r inflns of the sun upon us.—*M.* What sort of wrd is it thn?—*C.* A vrb.—*M.* Why is it a vrb?—*C.* Bcaus it afrms the action, r the shinng of the subjet *sun*.—*M.* What is the most importnt sort of wrds in our languj?—*C.* The noun, & the vrb is nxt.—*M.* What is *britly*?—*C.* It ads to the vrb *shins*, & is thrfor an advrb.—*M.* What dos *on* mean?—*C.* It means contact r tuchng on the outsid, & jnly on the upr sid of an objct. *M.* What is the menng of *us*?—*C.* It stands instd of the nams of al prsnt, includng the spekr, & is thrfor a *pronoun*, r somthng standng instd of a noun; & as it stands fr prsns, it is thrfor a *prsnl* pronoun. [Aftr this, ech wrd is usd by ech pupl in an xtmpraneus sntns, & is ritn on the slate. In this xrsis, Redng, Splng, Dfinng wrds, Gramr, Composition & Hand-Ritng, ar al taht togthr, & in union with productv labr & sweet ntrtanmnt, al without embarsmnt r confuson; & the sntns, r sntss, ar

comitt to mmry bsids.)—*M.* Jan is to giv out the Bibl vrs to-da, to us al, whn we com to the tabl, mornng, noon & niht.—Al se that yu hav a tabl lsn wrthy of this famly, & ech of yurslvs.—We wish to hav our minds festd at the sam tim with our bds. Nvr dspoint us.—Now yu ma pla til cald to brkfast, & b carful not to b tardy ; fr punctualty & promtns ar the lif of busns & carctr.

The Sophomor Clas r Famly ;

—Consistng of about twnty pupls, mal & femal, admittd at the comnsmnt of tw suessv yers, dvidd into tw grads, the frst ajd 9, & the scond 8. The frst grad ar al abl to read, of cors to read lsns from propr boks to b usd in this clas, & act by trns as for mn, r ledrs, in such busns & lrnng as is fit & propr fr thm, undr the drcction & ovsit of the parnts.—The tim,—mornng aftr brkfast & famly wrshp, at haf past svn of the clok, to continu til 9.—Techr,—the formn of the frst grad, in his propr seat. Al at thr wrk. Subjct—Orl Arithmte. Txt-boks—Parlys, r Colbrns, r Emrsns, r som othr orl arithmte. Ansr by trns, one at a tim.—*Addition.* Formn—5 & 7 ? Pupl—Ar 12. F.—& 1 ? P.—13 ;—& 2 ?—15 ;—& 3 ?—18 ;—& 4 ?—22 ; &c., &c. *Subtraction.* Formn.—Tak 8 from 100 ? Pupl—92. F.—5 from 92 ? P.—87. 9—87 ?—78 ; 4—78 ?—74 ; 7—75 ?—67 ; 12—67 ?—55 ; &c., &c. (Ths ar xrsisd in rgulr cors, & then promiscuusly, & much in the for fundmntl prinspls of arithmte, r mods of aplyng numbrs ; the tw namd abov, & then in the othr tw, I mean Multpleation & Dvson, til 9 o'clok. Then ress of $\frac{1}{4}$ of an our.) Formn.—Now la by yur wrk, tak yur slats & draw the shap of this town as wl & as quikly as yu can, includng the strem of watr & the boundrs. (This don, al agn at wrk.) Subjct—*Geogrpphy.* Formn reads distnctly from a txt-bok, a lsn of propr lnghth, whil the clas atnd. He thn reads it agan, intrsprsng qstions to tst the atntion, the rcolectn & nolj of the pupls. He then pass ovr it a thrd tim, with qstions only. Aftr this, wrk is dscontinud, & the maps takn, & usd as much as nssry. This continu til $10\frac{1}{2}$ o'clok, aftr which $\frac{1}{4}$ our ress, in which svrl tuns must b sung, & som objct must b dran on the slat. Thns til noon, *Histry*, to b proseed with in a smlr manr. Then pla til dinr, at $12\frac{1}{2}$ o'clok, xpt that ech must gt, r hav, a short & sutbl tabl lsn.

The Midl Clas r Family.

Tw grads, the frst adj 11, the othr 10.—From dinr til 2½ o'clock. The subjct—*Morality*. Techr, the fathr of this famly. Fathr.—Al se that yu do yur wrk *wl*. The subjct of this lsn is of grat & unusual importns; I thrfor xpct the bst atntion. It is a subjct, howvr, on which yu hav bn, in som wa, instructd, mor r ls, evr sinse yu cam into the smnry. It is the propr sesn now to tech it to yu sientfclly & systmately.

By the wrd morality, I hre mean the nolj & practs of duty to God, our felomn, & ouslvs,—dsinng to includ in this jnrl outlin, the natrul concomnts & consqunss of our oblgtions, which ar *the rihts of othrs, & our own acouniblns*. (Qustions shud b frequently put to try the atntion, & the undrstandng of the matrs.)

The hol asar of morality is foundd on thos intrnl sns, cald the morl sns, such as that of dignty & mennen, propriety & impropriety, onr & shame, *riht & rong*. The latr is, by wa of emnen, & justly, cald *the morl sns, r consiens*. But the othrs ar of so ner a kindrd to this, & so prpard to aid in its oprations, that I rank thm al undr one hd. Al mn hav ths sns,—which, toghtr with the librty of chosng & dsinng, rndr us *morl beings, & morl ajnts*,—justly acountbl fr our afctions, our dsirs, our intnctions & our actions, & wrthy of aprobation r blam, of rward r punshmnt. Our morl ajnsy thn rsults vry much from our natur.

Morality has an intmt consrn also with our condition, r the srcumstanss & rlations in which we ar plasd. Al our oblgtions & dutis to othrs, aris from *our concion* with thm, & *our capasity* to rndr thm aid r bnft. Tak awa both, r ethr of ths, & no powr can brng us undr a *sns* of oblgtion, r mak us *fel* the import of the wrds *oblgtion, duty, shud & shud not, ot & ot not*, r the plsr of slf-aprobation, r the inwrd pain & rmors of gilt & slf-rproch. I must now com to som particulrs; as,

1. We sustan a rlationshp tords God, & one that is vry intim & strong, espisy on account of our dpndns, & we hav ability to svr him. Hns aris our mny oblgtions to him;—*our oblgtions to kno al we can of him, — to lov him with the hol hart, — to wrshp him in spirt & in truth, — to confid in him & submit to his wil, — to rpnt of our mistretmnt of him, — to acspt of his Son thankfylly as our techr, king, & savir; — & finly, to employ our tm & facults in his svrs; as mor fuly shon in the frst of the Leturs. Ths ar al of thm his natrul rihts in rgard to us, & it*

is just that we shud b accountbl fr our srndr of his rihts. In prsns of al this, he has givn us naturl & ritn laws, & appointd a sesn of jujmnt, in which we must gv an acount of our tretmnt of him, & rsev from his hand a just rtrbution. This branch, fr dstinctions sak, ma b cald *rljus & cristian morality*.

2. We sustain also a vry importnt rlationship tords varius anmls, & espsaly tords our selo-mn, tho of vry dfrnt dgres of strngth, involvng vry dfrnt dgres of obligation ; but nvr in so hi a dgre as tords God. We ar dpndnt on thm, undr God, in a gratr r ls dgre,—hav naturl sympaths tords thm,—& ar also capbl of rndrnng thm svrs, r of doing thm good. Hns we ar bound by our morl snss, “to do good to al mn as we hav prtnuty.”—“The riteus man hath mrsy on his beast :”—*he loves his neibr as himself,—is just & jnrus too ;—& he trets othrs as he wud b treted.* Of cors, ech is accountbl to othrs, as wl as to God. Hns hav orijnatd human govrnmnts & laws, tribunls & punishmnts ;—hns also is appointd, by the hd of al, *the finl, jnrl Jujmunt.* This branch of morality, we trm *sosl*, & it is vry nssry to b erly lrnd & practsd by evry humn being. The grand matr of *sivilty*, & that of a just, prudnt & enrjtc *wrldly manjmnt*, ar hre in-cludd, & shud nvr b frgtn.

3. We bear a vry clos & intrstng rlationship, so to spek, tords *ourslvs*, & ar, undr God, much dpndnt on ourslvs, & ar capbl of doing ourslvs good r injry. We ar thrfor bound to abstn from doing hrt to ourslvs. & to do ourslvs al posbl good, as far as we can consistently with our hir obligations to God & to mn. Thrfor a mn is accountbl to himself, & God has plasd in his sol, as jujs of his own prsnl tretmnt, & as xcutionrs of the just sn-tness of naturl law, *his own morl snss*, which hav just bn namd. This I cal *prsnl morality*, & is esntial to prsnl education, the luxry of slf-rspct, & the *enjoymnt of ones slf.*

This lsn contans the fundmntl prinspls of the hol systm of morality r ethcs, theretc & practcl, comu & evnjcl. Undr ths prinspls, I dsin to xplan thngs mor prticulrly & fuly in futur. (He thn gos ovr this lsn agn, xplanng wrds & thots as occasion ma rquir,—askng & ansrng mny qustions, in a fre convrsational styl, & thn gvs ress of $\frac{1}{4}$ of an our.)

The Junir Clas r Famly.

—Tw grads,—the frst adj 13, the othr 12. Tim—from $2\frac{3}{4}$ to 4

o'clok P. M.—Al at thr wrk. Subjet,—THE LATN LANGUJ.—Techr,—the fathr of this famly. He has the nssry boks. If, asthr he has pronounsd one wrd r mor, any one of the clas gvs a tol'rbl translation, he gos on, othrwise he givs one himslf.

Fathr. Praesns letio,—Pupls. The prsnt lsn—F. est in Arte Poetca—P. is in the Art of Poetry,—F. Quineti Horatii Flacci,—P. of Quintus Heras Flacus,—F. nobis inspientbus nunc,—P. we bginng now—F. ad trisntsmum et nonum carmn,—P. at the thre hundrd & ninth lin.—F. Scribndi rcte,—P. Of good composition,—F. sapere,—(no one ansrs, thrfor the fathr contint s, & xplains the wrd.) It is from sapio, infinitv mod, sapere, to kno, r to b wis, & shud hre b rndrd good sns, r a thru nolj of the subjet.—est et prinsipium et scons—P. is both the chef matr & sors. F. Socratae chartae—P. the pajs of Socrts,—F. poterunt—P. shal b abl—F. ostndere tibi—P. to sho to yu—F. rm—P. the subjet-matr—F. vrbaque—P. & wrds—F. non invita—P. not unwilng—F. sequntr—P. shal folo—F. rm provisam—P. the matr prepard.—F. This is litrl; but a mor apropiat & elegant rndrng hre wud be,—a wl undrstod & djstd subjet. Parse—Scribndi. P. It is a jrnd from the actv vrb scribo, & of the natur both of a noun & a vrb. It is in the jntv cas, & govrnd by prinsipium et scons. F. Rcte. P. It is an advb, & ads to the menng of scribndi as a vrb. F. Sapere.—P. It is a neutr vrb, in the infinitv mod absolut, & is usd as a noun in the nomntv cas to est. (This xrsis is continual til 4 o'clok, whn comnss a ress of $\frac{1}{4}$ of an our.) N. B. This orl mthod of techng languj is naturl, & has mny superir advantjs.

The Senir Clas r Family.

—Tw grads,—the frst ajd 15, the scond 14. Tim,—from 4½ o'clok P. M. to 5½. Techr,—the chef fathr of the smnry.—The subjet,—MNTL PHLOSPHY. Al at thr produetv handercraft. *Fathr.* Ther is in the provns of mntl phlosphy one intrstng subjet, which I hav nvr knon to b dscusd r tat by any othr.—It is the dfrns of sped in mntl opration to acomodat *privt ends*, *parlr conversation*, r *conversatn* in compny, *xlmpraneus public spekng*, & *ritng composition*. I think ths four dfrnt habts of thinking & spekng ar propr subjcs of education, &, by propr instruction, gids, & slf-dspln, ma erly b formd,—& whn ons formd, ech wil evr b redy, with vast advantj, fr apropiat use, with rspect to

the four objcs just namd, which, if yu wil atnd, I wil rpet:—
Thinking fr ones own privt use;—just as fast as is consistnt with proper dpth, thrns, aersy, & conction;—*Fr conversation*,—colectng & prsrvg ones thots, til proper decorum wil gv fair oppty fr utrns;—*Thinking fr comm xtmpraneus spekng in populr asmbly*,—just fast enough to kep up the atntion of the audiens, & just slo enough to kep pas with the orgns & powrs of spech, & to avoid hstnsy, stamrng & sputrng;—*Thinking fr the pn*,—as fast as the powrs of languj, & of chirogrphy, r of phonogrphy, can gv the thots in dsnt composition & in ltbl hand.—Se mor on this subjet in Iso. Rm. (Ths matrs ar dwlt upon til 5½ o'clok, & then the tim is gvn fr recreation & jymnastic xrsiss til supr at 6.)

It is but a por acount, indeed, that I can gv, of our mthods of carryng on lrng & labr togthr, & of the simplisty & efisnsy of our mods of instruction, without the actual xistns & oprations of a modl scol; but I thot that I culd, by dscrsion, gv yu som idea of thm,—posbly btr than non.

Ther neds vast improvmnts in educationl systms, insttutions, & mods of comunicatng nolj to the yung. I hav bn long studying, toilng & xprmntng fr such improvmnts, & *I hope not wholy in vain*. I think ther is rapidly aprochng an aj of phlanthropy & jnrl improvmnt,—that “favrd,” that “goldn,” that “milnial aj,” which sems jnrl xpctd, such as has nvr bn on erth,—whn pes & vrtu, & the spirt of improvmnt, wil mor *jnrly* & mor *succsfu*ly prval. I am loking out fr a da at hand, whn ther wil b as grat advanss made in the consrns of education, agricultur, & politcl siens & economy,—thre of the chef afars of mn—as in the mthods of transprtation, & the varius mcanc arts. I am xpctng that the nolj, powr, hapns & wrth of mn on erth, wil, in the cors of haf a sntry, b mor thn dubld. To bring forwrd such a glorijs aj of pes, riteusns, improvmnt & hapns, lt us contribt freely of our prars, our counsls, & our toils, & b lookng & watng fr the blsd rsults.

The rmanng four lecturs wil b composd of xtracs from my bok of Isolatd Rmarks, to which aluson & rfrns hav bfor bn made.

L C T U R X.

CONTANNG ISOLATD RMARKS WITHIN THE PROVNS OF EDUCATION.

1. MN A CRETUR OF EDUCATION, & NOT OF MER INSTINCT.—The carecr of mn was dsind by his Makr to b formd graduly by education, rathr thn instinct. Tho possd of imns capbils, he is orijnly, & without the nssry & intndd education, a mer bundl of aptits & pasons, of prjudss & whims. He is indeed one of the most wek, unsemy, improvdnt, filthy, indolnt, savj, dtstbl, sordd & monstrus creturs on erth. Without educational improvmnt, *ther is no cretur so bad, so dbasd, so undsirbl.* To tak him thrfor, & by propr education, mak him what he *can* b, & what he *shud* b, grat & xlnt, mity & usful, wrthy & dsirbl, onrbl & hapy, is surely one of the noblst of al humn wrks; a wrk wrthy to b inscribd *on the fas, & the hart* also, of evry undyng, blsd & onrbl subjet & monumnt of it;—an inscription mor endurng & glorius thn was evr made on ston r bras,—on statu, pilr, r pyrmd, fr Patriot, King, r Conqrr. Lt this consdration thn stimulat our yuth, both mal & femal, dsposd to b educatrs & techrs, in the domste r othr scols, to mak far gratr efrts to obtan *hir & ful profsonl qualfcations* fr this responsbl, sacrd, & wrthy occupation.

2. TECHRS AR ASISTNT PARNTS.—Whovr ma b employd as profsonl techrs, they shud b such as, nxt to parnts, *ar the bst aquantd with childrn, thr own pupls at least.* How absrd to employ stranjrs, espesly inxperiensd yuth, to tech our childrn,—& mor absrd stil, to chanj thm som ons, twis, r thris a yer. *Othr techrs thn parnts, shud b thos who poss the most good qualfcations of abl & fathful parnts, & such of cors, as ar bst qualfid to SUPPLY PARNTL DFISNNS,—the only ljtmt objct of any scol but the hom scol, & of any techrs but parnts. The bst dscrscription I can gv of good techrs is, that they b as enlitnd, wl-educatd parnts *shud b tords thr childrn, in afction & untirng consrn fr thr good, & in an aquantns with thr dspositions & facults.*

3. THE FREQUNT CHANJ OF TECHRS IS A GRAT EVL, WHICH MIT B RMDD.—Comn r priunry scols, formd fr dstrct, r vilj, r city class, undr the frst mod of aplyng this systm, on account of thr smal xpns, if *any*, mit any wher b kpt in continual xistns, & thus prvnt the evls of dscontinuns, & of the frequent chanj of te-

chrs. It wud also prvnt in grat msr, the evls of employng, to the usul dgre, the inxperiensi, & thos who tech merly fr thr own tmprry acomodation,—such as ar not likly to fel the rsponsbllns of thr ofis, nr the nssty of ful profsonl qualfcations.

With the comon frequent chanj of techrs, whthr wl qualfid r not, it is vain ro xpc the formation of good & stabl carctr. The sam one, if wrthy, shud b employd long enough, if posbl, with the sam pupls, to sow the sed, to nrsh the plant, & brng it to maturity; r long enough to gv a systm of good instructions, to form good felngs & sntmnts, bild a good carctr, & *to rndr it, by good habits, prmnnt & usful.* Mny dscults obstruct the esrts of a techr ho is employd only from 8 to 16 r 20 weks at a tim, fr chanjng the carctr & habts of a hol scol. If he, in good msr, aftr grat labr & patiens, aparntly sucseed, whn he is gon the pupls wil probbly rlaps into thr formr corss. Just so of anothr techr, & STL ANOTHER. Thus the pupls, aftr al thr trubls & vxations at chanj, & thos of thr techrs also, wil ethr poss a htrojns carctr, r such a one as thr own prmnnt hom scol gvs thm, whthr good r bad.—This is a matr wrthy of the serius considration of al ho hav any consrn in rerng anothr jnration.

4. MUCH ORL INSTRUCTION WUD TST & RAS THE QUALFCATIONS OF TECHRS.—This plan of much orl instruction wud tnd drcetly to biak up a vry bas & prnisus frad, practsd abundntly by mny cald techrs, on an unsuspctng & confidng publc. Ths nomnl techrs, havng, by som mens, obtand the legl & rquist crdnitals, (if any b rquird,) dpnd on covrng thr ignrns by the pupls txt-boks, on which entir rllns seems to b plasd fr hlp in emrjnss, & fr ful instruction to the scol on the subjes in hand. Thr main busns thn, bsid *pn, & copy, r sampl manufactur*, nethr of which blongs to thm, is to asin to the lrnrs thr lsns, & her thr immortr & monotns rstations; whil nethr they nr thr techrs, prhaps, kno any thng mor of the subjct than the *lrnd parot, r pig.* This soon, evn to the most entrprisng scolrs, beoms an *irksom*, as wl as a usls task, & *with the cruel confinmnt*, if nothng els, causs thm to abhor scol & boks frvr. But this is a vry esy & lucrvy emplymnt fr ths jntel, emty-hdd swindlrs, ho ar too dstdut of nolj fr orl techng. This mischf neds a rmdy, & prhaps hre is one of the bst. Intrdus. the practs of much orl instruction, & yu wil probbly prvnt *as much* of this comn, wikd & runus frad. Fr, this mod of techng rquirs a thru nolj

of the subjc tat, & a skilful & thru xplnation of evry thng in it, & about it, to the ful understandng of the lnr.—Hre then is a strong recomndation of this systm of education.

5. THER AR MNY EVLS TO B RMOVED FROM THE WA OF WL QUALFID TECHRS.—But aftr al, in rlation to comm primry education, the subjc of the qualfcation of profsonl techrs, howvr importnt, ma at prsnt b premtur. Ther ar othr grat & radcl evls, which shud b previously considrd & rMOVED, that techrs, whn prprly qualfid, ma hav oprtunty to acomplsh somthng dsirbl ; as—1. The ngljns of parnts, NATURS OWN TECHRS, to do thr varius educationl duts tords thr childrn, *AT HOME, natus own primry & comm scol.* 2. The *vitiating indnss* of the comm scol compny, out of the nts of both parnts & techrs. This is, in fact, the vry wrst evl atndng the old comm scol systm in the Nw Englnd Stats, & elswher. Childrn hav a superir, & *a vry powerful* influens tords educatng, r, rathr, tords mis-educating ech othr. Stop this by al mens. 3. The *jnrl unsfnss of scol-housss*, thr frntur, & matrs in & about thm, fr plsr & hlth, comfrt & lrnnng. 4. *The confinmmt of childrn too long at a tim*, & the irksomns of scol duts. 5. Ther ar *too mnny scol-boks* on the sam subjc, & ths not sufisntly simpl, nr wl-aranjd. 6. Ther is in use *too much bok-study*, fr yung, strng, sol sol beings, & too litl sol instruction from the techrs & ech othr. 7. A jnrl want of prpration fr the *prmnnt location* of good profsonl techrs, wher they ar prmnntly nedd.

Rmov ths svn grat evls, & thn look out sharply fr sul profsonl qualfcations in thos to b employd as the asistnt parnts, r techrs, of yur risng osprng ; *fr then, & not til then*, wil they hav oprtunty to acomplsh somthng dsirbl fr the jnrl improvmnt, elvation, & lastng bnft of thos yu lov, & fr hos futur wlfar yu hav the strongest consrn. Ths fw short hints wil b sufisnt prhaps fr the wis & librl mindd, to lead thm into the riht cors fr a radcl rfrmation in the consrns of primry education.

6. THIS SYSTM OF EDUCATION PROMOTS DLJNS & ENRJV OF CARCTR.—It tnds to prvnt, r driv awa, a propust to indlns of both body & mind, & to produs gratr efrts thn usul fr lrnnng, & the formation of good & substantial carctr. Such a carctr is constntly prsntd as an esntial qualfcation fr any srfct, premium, r dgre, & fr the lastng favr & confdns of wl-brd & rspctbl sosiety. This, togthr with the intrnl rwards of tru yrtu, & the aprobation

of Omnisnt Hvn, is surely a strong indusmnt to continual good bhavir, to the cultvation of a wrthy disposition, & the formation of the bst habts. This systm also gratly increas jnrl educationl *entrpris*, which, aftr natur, is the chef parnt of jnius & emnns. It dos this by makng the intrvls, fr yung minds, btwen the dfrnt stajs & grads of lrnng, so conveniently & plsntly short, that, so soon as one is farly pasd, anothr, with al its atractions, is in ful vw. It is thrfor, with stdy prpos & enryjy prsud, & of cors is quikly obtand. Childrn & yuth ar peculirly afctd with the siht & proximty of plsnt objcs. Ths shud thn b plasd as ner as possbl, that they ma xrt thr mitist influens on the hart, & erly yeld thr dsirbl frnts, in xlns of carctr.

In accordns with this prinspl of natur, whil forming in bgnrs the habts of atntion & industry, I hav dvidd thr task fr the da into svrl sctions, & plasd the premium fr ech sction, drcly bfor the y, & found the rsults plsnt & srprisng. Kind & plesng indusmnts, in the erly stajs of education, judisusly aplid in rgulr cors, ar, in proportion to thr xpns, *of vast utility*. They gv elastisity & boyansy to the mind, & enryjy to the facults. They bansh stig, lastud & dsgust, & in company with esy & usful lrnng & labr, aford agreabl asosiations, & dlisus plesrs. They wil also in du sesn, contribut much tordz a prmannt lov fr actv duts, & al nsry busns in lif. Had this sntmnt bn fuly realizd & carid into action a sntury ago, in famls & comm seols, the nt avals of the educationl xpns, wud ere this, hav doutls bn dubld. It is howevr the dctat of natur & wisdom, not spsly to xit yung & febl minds too sudnly, nr too hily, nr longr thn nssry to form vrtus, industrius, & efisnt habts.

7. VOLUNTRY SCOLS OF MUTUAL R PRSPTRL INSTRUCTIONS MIT B FORMD.—Undr this systm ther mit b formd vry conveniently, voluntry scols fr mutual r prsptrl instructions, of one clas r mor, of any aj, r grad, r colr, ho ar d sposd to improvmnts & mntl elvation. Som tn, r twlv, r as many as ples, sutbl to b clasd togthr, r such as wish to atnd to the sam subjet, r branch of lrnng, mit asmbl wher they can sit & b comfrtbl, *in any rom* agred upon, al with proper productv wrk, & rman togthr as long as they ples, undr a ledr r techr of thr own chois, ho shud, fr stipulatd compnsation, kep ordr, &, *from bok, r mind, r both*, o-ry gv out noljon the chosn subjet to al the clas at ons, whil they ar at thr handcraft. This clas mit asmbl ons, r twis, i thris ech

da, rech wek, in the sam rom, which culd at othr tims acom dat othr class, one clas at a time. No spsl fitng up of a ro wud b nssry. When at:dng jeogrphy, histry, travls, voyj &c. r any thng els rquirng thm, *proper maps, picturs, & diagrams, shud b plasd conveniently fr the nots of the lrnrs.* Whn ritng, r drang, is to b don, larj slats, importnt also othr uses, holdn by the lft hand & arm, wud wl ansr al prpos of a tabl r dsk. Whil any manual lrnng, as sd bfor, such as re dng, ritng, drang, paintng, r instrumntl musc, is to b prformd then the othr manual labr must b laid asid.—It wud b wl fr ecli such clas to chos som one thruly educatd prsn, r mor thn one, to meet with thm, prhaps ons a month, to xamn thm, with thi comm techr, on what they hav pasd ovr, &, if xpeditnt, rport the condition & progrs of the clas as to thr lrnng, & espsly the use & aplcation of thr lrnng in compostion. This wud b acordng to the *frst* of the thre dstinct mods of aplying this nw slf-suportng systm of jnrl & librl education, & ma b prsud to any dsirbl xtnt, & gratly to the varius advantj of any pepl, found in any condtn, & in any plas.

8. I wil now gv yu the outlins of a projet fr a **SLF-SUPPORTNG SMNRY** at any **MANUFACTURNG ESTABLSHMNT**.—Lt as many as ples, of ethr r both sxs, form tw class, from twnty-fiv to a hundrd ech, r ls r mor,—procur a subl rom,—a techr fr ech part, r both parts of the da, & the bst busns that can b found, proper fr union with orl instruction. Lt the frst clas, in thr comm labrng drs, b in scol the forpart of the da, durng factry ours, til dinr & then chanj busns with the othr clas, durng the rmandr of the da. On the scond wek, lt the scond clas b in scol the for part of the da, & the othr clas, the latr part; & so onwrd altrnly. This plan with no aditionl xpns fr bord, clothng, & transport, & a vry litl fr varius sehol charjs, whil it causs much ls fatig, it asfords a moity of factry wajs, frnshs about svn ours a da fr lrnng, & that in the most favrbl srcumstanss, & yelds the profsts of the scol-handcraft bsids, which wud doutls pa al the scol xpns, & as much as one haf of the bord. The haf-com-factry wajs, wud probbly pa the othr haf of the bord, frnsh clothng & prhaps som mor, *evn on the comon fashons of lvng.* But on the economcl, r graham systm, which is far the most hlthy, & wud son b the most plsnt also, costng only about one haf of the usual xpns of livng, ther mit b somthng handsom laid up. A-

ordng to the provisons of this plan, any prsns abl & wilng to wrk & lrn, ma suport thmslvs desntly, prsu lrnnng to any dsirbl xtnt, & b at the sam tim layng up proprrty. This plan, carid into xcution, wud also contrbut to the improvinnt of manufacturing viljs, & produs a gratr influx of a yung, vrtuus, & entrprisng population.

9. IN THIS SYSTM MUSC IS MAD A GRAND AFAR; & is not this just & bnvolnt? The lov of song is comm to our ras. Al nations & tribs of mn, whatvr thr colr, condition, r carectr, do dliht in musc, both vocl & instrumntl, both saerd & fstv. It svrs mny valubl prposs, as an instrumnt of humanty merly. It chers the gloomy & dpresd. It promots hlth, it banshs ftig of both body & mind, lik the ansnt baths, r btr. It softns the rugd, cruel & sordd felngs of savj mn, & rndrs him tam, kind & sosl. Sivilzation, good felngs, & rfinmnt of manrs ar its naturl frnts. Al chilrn & yuth thrfor shud b tat musc. A vry fw, howvr, ar alowd its rich enjoymnts. It xits my gref, & my just indgnation, to se it monoplizd. The xpsns of instrumnts, & of good & sufisnt instruction, is xorbtnt.

But this systm is dsind on princpls of slf-suport, to frnsh instrumnts & comptnt instruction. This wud giv the poor as wl ast he rich, oprtunty to enjoy its privljs, & plsnt acomplshmnts. And tim wil not b wantng. Thre ours a wek, bsids its daly & ocasonl use fr wrship & recreation, durng the rgulr cors of elvn yers, wud b amply sufisnt to frnsh a good muscl education. Besids, it wud mor thn cansl al this xpsns of tim, by its efisnt aid in othr studis, othr busns & othr enjoymnts. Lt al then, dsposd to encrj the unvrsl prvlns of this fine, dlitful & usful branch of ornmntl lrnnng,—this, a rmanng plant of Edns soil, b forwrd also to encrj this slf suportng systm of jnrl & librl education.

10. THIS SYSTM CORCTS MNY EDUCATIONAL ERRS.—Mny errs ar vry prvlnt in the hom r famly scol, which cal loudly fr cretion, & which this systm of domstc education is dsind to cret; as,

1. *Thrtnng.*—An apostl of our Lord Jesus Crist, rquirs of cristian parnts, that they *frbar thrtnng*. Mny ar xedngly pron to it. They wil not only thrtn what is sointims fit & prpr, in good houshold dspln, to b don; but othr punshmnts also, which they hav no riht nr dsin to inflct. Both are utrd in the hryng & dludng efusns of pason, & sho the wekns & foly of the parnt

r techr, & ar much mor liabl to produs in childrn, dsgust & ha-
trd, rathr thn prop filial rspct & afction. But I wud not b un-
drstd hre to men, that parnts shud not mak srtin famly laws, in-
cludng just prespts & pnltis; nr that they shud not at proprr tims,
& in a proprr manr, rmind thr childrn of thm. This is xpdiert,
& prhaps, esntial in good domstc govrmnt. But al hasty, in-
considrt, pasont, & malisus thrtnng, shud b wholy avoidd;
fr it will produs in the child nothng but slavsh fear, r contmt, r
both.

2. Scarnng childrn to silns & obdiens is a vry comm practs,
espsly among the litrt & inconsidrt, & it is a vry prnisus
practs. Yung childrn ar of cors vry erdulus of the saings &
prtnss of parnts & nrss, mny of whom, espsly mothrs, use this
prinspl much in thr govrntt. Som tl thr childrn *that the old
wikd mn, r wikd rch, menng the dvl, wil com & cary ihm off*;
othrs, that the dark is full of gosts, hobgoblns, bugrs, bars, &c.
I hav hrld mothrs cal on ths suposd ocupnts of the dark to com
& catch & bite & cary off thr naty childrn; & I hav sen the
litl ones stare, & aper as tho they realy xpctd thm. This practs
fils the minds of childrn with the most frtful & horife ideas of
the dark & its ocupnts, such as the apritions, the fars, the fays,
& the elvs, &c., trfyng thm almost to dstration, & foloing thm
in aftr lif, evn unto manhod. Wl do I rmmbr the mntl torturs
I sufrd from this caus, whn a child, & onwrd til my resn & x-
periens got the htr of ths erly, dep, but fals imprsns. Whn
a smal boy, on going to bd ons in the dark, I imajnd *with ideal
prsns*, that a numbr of ths fary inhabtnnts of the dark, most
hidus in form, colr & feturs, wr in the frthr part of the chambr,
whisprng togthr with the utmost ernstns, & saing—Se! ther he
coms, al alon! Com, spring! catch him now! & we wil mak
a good supr of him!! O hoird to b thot, sen, r flt! My blod
chiled, & my har semd to ris, & trr ran thro evry cornr of my
afritd sol! The imprson of al this is as vivid now, in old aj, as
at that dredful momnt.—I was made to blev & fel that evn the
infinty bnvolnt God had just such a horid countnns as a srtin
cros, pasont mn, of hom I was alwas afriad.

Evn aftr I beam a grat boy, & in fact til I bgan to fel myslf
a yung mn, by mens of this drdful *mis*-education, pasng soltry
& disml plass alon, in a dark niht, I was dstrsngly hantd by ths
erly fals imprsns & imajnations, of which it semd almost im-

posbl to rid myslf. I wud talk & sing, & whisl, to mak the gosta, the apritions, the spectrs, & the elvs & hobgoblns, & the says, & the fars, & the dmns, & al thr kindrd inhabtns of the dark, whom I imajnd to b within herng, just up a litl wa into the thikt, r forst, thnk that I had compny, & we wud b a match fr thm, if they dard to aproch.

Nvr afrtn childrn by any mens. Nvr mak thm afraed of the dark, nr any thng in it, nr of soltd, nr of litnng & thundr, nr any of naturs oprations,—nr any thng els inded, only so far as to led thm prudntly to avoid real danjr, & to tak car of thmslvs & othrs in it. Mny childrn hav bn esntialy injrd, prhaps raund, by dsind, cruel, wiked, & evn mrdrus afrtnngs.—To dvst the yung minds of al fals imajnations & fers, & to form in thm the habits of col dlibration in real danjr, is a grand objct in an erly jnrl education.

3. *Calng il nams* is comon in many famls, espслy whn dsplsr is xitd; sach as *rascl*, *scoundrl*, *whlp*, *dog*, *pupy*, *tod*, *skunk*, *brut*, *trolp*, *drab*, *slut*, *lir*, *indian*, *nigr*, *savj*, *rog*, *dvl*, &c., & mny to bad to b namd. Not long sns, I hrld a mothr, & one also ho thot hrslf not of the menst clas, in tim of som dsplsr, cal hr son a “litl bugr.” Such apltvs, r oprobrius titls, ar grosly unsivil & indsceret. Nvr osnd, r grev, r xasprat the dlcet felngs of childrn, by aplyng to thm, in the het of felng, any il nams. Evn the xprson, *naty*, r *wikd*, r *dsobdint*, shud nvr b usd in hast r angr, nr without sufisnt evdns of *bad intnt*. If yu wish yur childrn to fel tords yur slvs & othrs, & to tret yu & thm, sivil & rspectfuly, then lt yur tretmnt of thm b sivil & rspectful.

4. Mny nvr punsh thr childrn, xpt undr the *xitmnt of angr*. This wil bred contmpt, r hatrd, r slavsh fer; r al; but nvr an afctiont, dosl, r obdint tmpr. I hav bn much & soroful aquantd with this prnisus err. The rsevrs of punshmnt inflicted in angr, evn in cas they ar crimnl, seldom, if evr, hav a sns of thr criminlty, & of cors dem such punshmnts malisus, r cruel, r rvnjful, & wil rsev no bnft. Thrför, on any ocason, r fr any caus, nvr inflect punshmnt til angr shal hav subsidd, & col impartial jujmnt is setd on its thron. Ons said a morl phlosphr to his naty boy, —If I wr not angry, I wud beat yu. Xitd felng stranjly creats r enlarjs the criminlty of the ofns, nrvs the arm to punsh, ds- troys symphy tords the sufr, & somtims evn gvs a momtry plsr, tho of a savj kind, in the infslction of pain. This wud not

produs in the child any fer of doing rong. I ons hrd a wis mn sa :—If it gvs the parnt any plsr to punsh, it wil do no good to the child to rsev it. Tho it is sd in the sacrd scripturs —He that sparthe the rod, hath his son ; but he that lovth him chastnthe him btims ; yt lt it alwas b manfst, that the infliction of nssry pain in punshmnt, causs quite as much in the inflctr.

5. Mny parnts bnum the curiosty of childrn, & chk thr inqustvns. Ths atrbuts wr givn as a constnt spr to the timely aqusition of nolj, & they shud b proprrly educatd & encrjd. It is a maxm with me, that a child ful of qustions is vry likly, by & by, to b ful of nolj & wisdom. But how ofn is such an entrprisng & promsng child tretd with rideul & rpus. Whn a litl boy, l was askng a mn of the *why* & *the wherfor* of the busns in hand, & he, with som impatiens & corsns, rplid, “To mak fols ask qustions.” But, b it knon unto yu, *now*, *hnsforth & frerr*, & to al ho hav a sngl ppr-corn of wit, r a spis of nolj, r a thimbl-ful of good sns, that thos childrn ar not fols, by any mens, ho ar continualy askng qustions & tesng fr nolj, but *xactly the rvrs*. Such an ungrasus rpus to curiosty & entrpris has ftd mny a promsng child, cripld inquiry in the bud, & crampd mny a risng jenius in al foloing lif.—Xplan al yu cñ to childrn, & as fast as yu can, rfrng thm to othr sorss of infprmation, & to subsqnt yers, fr the rmandr. At any rate, if yu wish thm wl, improv thr curiosty & encrj thr inquistvns.

6. The grat portion of parnts ar not proprrly watchng thr childrn fr tokns of peculir rlsh, tact, r jenius, fr som prticulr cors of li!, r som favrt art, r siens, r busns ; but, rgardls of al such indcations, wil *driv thm on* in such prsuts r kinds of emplymnt as suts thmslvs. In this wa multuds hav bn dscrjd & ruind. If yu try evr so much, yu canot lrn the hn to swim, nr the goos to scratch. Al childrn of comon facults do poss, & (if optrunty b givn,) wil erly xibt, an aptns fr som usful & onrbl mens of entrtnamnt & slf-suport. Lt this b erly notsd, gidd & educatd, with constnt solistud & skil. Evn such a mn as Sr Isae Nwtn, was in boyhood, tho a jenius of no ordnry cast, prounsd a duns. Why ? Beas he had not bn alowd to oprat in his own propr elmnt, r to prsu that cors of lrnng fr which he had a naturl aptns & inclnration. If indeed the phrenoljsts hav any real & peculir dsrnmnt in this importnt asfir, thr siens ma prov an unspekbl advantj to parnts & al othr educatrs.

7. Parnts ar oftn found, ho put thr jenius to the task, to invnt plasbl falshods to satsfy the inquirs of childrn, fr the prsnt, rsptng thos subjcs espслy, which ar cald dct. This, howvr, shud by no mens b don. Ethr ansr thr inquirs promptly & fuly, & gv thm al propr & nedd instruction on the subjet in hand; r, if yur wisdm so dctat, put thm off as I ons herd a dscret mothr, by saing,—My der, yu must gro bigr bfor yu *can* understand this matr;—a sutbl hint indd to som rlyus inquirrs also, ho ar endv-rng to srch into thngs in thr own natur, at prsnt, *unnoabl*.

8. Prognostcatng by varius traditionl & imajnry signs, is a comn & prnissus err in mny famls. Numrus rles of the ansnt pagnism & suprsttion of our rmot ansstrs, hav bn handd down the cors of ajs, & ar stil in vog from jnration to jnration. Hns the rgard to srtn das, as luky r unluky,—rgard to the signs of the Zodiac, as aplid to srtn parts of the humn body,—rgard to the rgulr chanjs & to the singulr aperanss of the hvn's, considrd as signs of particlrl wethr, r of somthng asid from the concntion btwen naturl causs & thr efcs, &c., &c. Svrl fals im-prsons wr erly so deply fixd on my erdultry & my felngs, that they folo me up to this da, & oprat quikr than resn can oprat to withstand thr fors; such as the signfcansty & spsl Dvin ajnsy in peculir drems;—seing the nw mon fr the frst tim in the month, whthr ovr one sholdr r the othr;—the brnng of an er, whthr the riht r the lft, &c. Such signs, & mny mor, ar rgardd by the hethn, ho ar dstdut of real Dvin rvlation. But a wis & bnv-olnt God dos not rvel himslf, r any othr matrs, to his rationl of sprng, in such blind & unsrtn was.

9. Mny do not use the propr means to prpar thr childrn fr indpndnt lif in a fre country, r to go alon aftr the das of thr pu-pij, r minority, shal hav closd. They sem to contnt thmslvs with the practs of suportng thr childrn, & gidng thm by thr absolut authority, in the wa of thr own busns, fr thr own prsnt profst, rathr than by instruction, resn & xprmnt, in the wa of the childrns busns & bnft in slf-drcctng lif, fr thr own suport & usulns. This is a grat err, & in consqns of it, mny prsns, whn they com to act fr thmslvs, ar oblijd to lrn many thngs which thr parnts wud alwas do thmslvs; & mny othrs, at this importnt period of lif, kno not how to gid thmslvs, r plan fr thmslvs.—Aftr propr instructions & gidns, throw childrn, undr yur own ovrsht, erly, as far as posbl, upon thr own facults & resorss.

LECTUR XI.

ISOLATD RMARKS—CÖNFINUD.

No. 11. THIS SYSTM FRNSHS AN EDUCATION FR LIVLIHOD & USFULNS IN A FRE RPUBLCN CUNTRY.—A most importnt item in any systm of primry & librl education fr the jnrl elvation & fredom of mankind, & thr comon good, wud b that it sha'l acomodat al abl & zlus fr improvmnt, with the mens of education in al the varius nssry dpartmnts & branchs, *as erly in lif as posbl, much erlier than has bn usul,* & to any xtnt to which thr talnts & entrpris ma led thm. It is rquist, then, that it involv *nerly r quite an entir slf-suport.* Such a systm is gratlly nedd thro-out our land, & inded in al parts of the wrld, to qualfy al to b usful to thos around thm, & to *understand & mantan thr own rihts.* It, 'r somthng lik it, wud b esntial to scur the long continuos of fre, populr, rpublican insttutions, both sivil & eclesiastcl. It wud frnsh the unfortunt & homls child, & the frndl s orphn, whthr rich r poor, of ethr sx, at ons with a good hom, a good scol, *a colj evn,* & a profsonl insttution bsids ; & of cors, with the bst prpration fr futur usfulns, rspctbility & hapins. It wud b lik a “fathr to the fathrls,” & wud caus the anxius & afflctd hart of mny a wided mothr “to sng fr joy.” Lt its progrs b unobstructd, & it wud soon dmolsh the thron of evry tyrant, brak the ftrs of oprson, & establsj unvrslly among mn a vrtuous & enlitnd fredom, & cary it downwrd to the latst jnrrations. *Such a systm is this.* As far as I kno, it difrs widly from any othr systm trid r usd in the wrld ;—widly from thos of the bnvolnt & wrthy Frankè, Pstlozi, & Flnbrg ;—& widly, as bfor sujstd, from the mny manual-labr & slf-suportng insttutions of lrnng, which in this cuntry hav bn trid, found dsfetv, & dscontinud. Fr, it is not only a systm of charty, *providng fr the entir suport,* durng any lngh of tim, *of the most nedys childrn;* but it is also a systm of Jnrl & Librl Education, ofrng to al, rich r poor, *the privljs of a most complet Unvrsty.*

12. INSTTUTIONS OF THIS SORT SHUD BGIN SMAL, & GRO GRADULY, lik comon famls, til the numbr of pupls arivs at one hundrd, whn the incres, fr mny good resns, shud stop. This sloly progrsv enlarjmnt wud naturly tnd to produs a closr union among the inmats. That which gross sloly, is naturly apt to b mor solid

& prmnnt. With union & stbility, ther ar othr advantjs atndng this erly & slo groth. It is a grat err in the consrns of education, to brng togthr at ons, mny yung, untamd childrn & wawrd yuth, without a previus aquantans with ech othr, r with the techrs ho ar actng parnts, & unprpard, at frst, fr pesful union & harmny,—prsns of al the dsfrnt capasts, propnsts, objes & caractrs, & from al the variets of domstc customs, habts & govr-mnt, r no govrmnt at al. The hd fountn & the main strem shud b pur, salutry, & esisnt, that they ma xrt an ameliratng & consrvty influens upon the smal ones, as they occasionaly fal in,—that whn it beoms a mity rivr, it ma stil presrv its pur, salutry & productv qualts. Vry much the sam shud it b with rgard to the proprty of the institution, & its educationl frntur. *Slo & sure*, shud b the maxim. Whatvr, on its own bass, finaly beoms grat & prmnnt, usuly bgins smal & advanss sloly. This is the ordr of Natur & of Providns, &, thrfor, of Infinit Goodns & Wisdom. Long patiens, of cors, with much parntl solistud & efrt, must b xrsisd tord slf-suportng smnrs, fr jnrl & librl educat'on, durng som tp r a dozn yers, bfor thr natur & valu can b farly dvlop'd, & thr rich & abundnt frnts made manst.

The numbr of pupls shud not, at any tim, xed a hundrd, & that fr varius resns. This numbr, dvidd into fiv distict famls of twnty ech, wud b larj enugh fr al educationl & sosl prposs, & as larj as culd b wl acomodatd by one farm of convnient siz. *Bsids*, one hundrd pupls wud b as mny as so smal a faculty, & one of so much busns as hre contmplatd, culd wl manj with rlation to al the varius objes & consrns of the smnry. *Morovr*; this numbr is the larjst that wud wl comport with the publc good in the propr difuson of such smnrs ovr the cuntry.

13. MANJMNT OF THE FRST MOD OF THE SYSTM.—Lt any scol-dstrics so disposd, wher primry education is suportd & rgulatd by law, at ons adopt the plan of the frst mod of this peculir systm, dsind radclly to improv the comm scols, undr the dnomination of dstrict clases. But in cas a majority of the legl votrs b oposed to this, then lt famls havng childrn, & wishng to adopt this, r any othr dsfrnt mthod of education, b alowd by Stat authorty, to hav thr childrn anualy xamnd by the assrs, whn takng the invntry of proprty, r by othrs at othr tims, & in cas such childrn b found in a cors of education to ansr the Stats prposs of *noj, vrtu & industry*, thn lt the scol-taxs of such famls, fr that yer, b

abatd,—& so astrwrds on the sam conditions. This wud prvnt much dsatsfaction & oprson. Fr a larj portion of the comm scols hav, in fact, beom scols of il-manrs, vis, & idlns, rathr thn of svlty, good bhavir & industry ; it is thrfor unresnbl & unjust, to compl thos ho hav childrn, to pa thr hardernd mony to suport thm.

The forgoing plan fr sity, vilj, r dstrct clases, undr the frst mod of this systm, in one material point, is lik the coljs, & othr hi institutions of lrnng,—admitng but one clas, & one subjet r xrsis, at ons, into the sam rom. If this b the bst mthod fr the hir stajs of lrnng, surely it must b fr the primry ;—if the bst fr pepl of matur aj, surely it must b fr childrn, hos minds ar esily dvrted, dspatd & confusd. Ho then can gv this subjet a momnts rsflection, & not feel, *at ons*, that ther is *one radcl err*, at least, in the comm scols, & in som hi scols & acadms, *which cals imperiusly fr one radcl chanj*,—that of havng no mor thn one clas & one kind of busns, at the sam tim, in the sam rom. O how much jargon & confuson, hindrns & dstration, fatig & idlns, this wud sav ! It wud also prvnt the chef dmorlizng tn-dnss, the want of propr orl xplanations, & indeed al the othr prinspl evls of the comm dstrct scols.

The dolful mis-education & dmorlizng of childrn, promiscuously intrmnglng without a nssry & faithful ovsit, is an enormous evl, a crs of imns magntud, produsng dgrdation & misry, mournng & wo, & *shud by al mens, & at any rate, b prentd.*

14. AGRICULTURSTS IN HI LATTUDS WUD DRIV PCULIR ADVANTJ FROM THIS SYSTM.—The long wintrs in the northrn parts of the Unitd Stats, & in othr cuntris of similr lattud, afford thm about fiv months in a ver, in which litl can b don but what wud admit of orl instruction at the sam tim. Ths wintrs wud, of thmslvs, undr the privljs of this systm, frnsh the childrn of the yomnry, from the aj of fiv yers to twnty-one, ho hav the facults & inclnatiom fr productv hand labr & mntl improvmnt, with a good primry, clasc, ornamntl, agriculturl, & othr profsonl education. They miht then, at plsr, prsu the occupations of thr parnts, r trn to othr trads r profsons. If this ma indeed b don, it is a matr of no smal consrn to agriculturl comunts in sd cold rejons. Bsids, it wud ras the profson of agricultur & gardnng, to its just elvation in comparsn with othr profsons.

An agriculturl education, theretc & practcl, fr both sxs, in

union with othr dpartmnts, stajs & branchs of education, jnrl & librl, I dem of grat importns. On this subjct I hav bfor dropd som hints in formr ritngs; but its grat consqns dmands frthr & mor spcfc atntion. To sho this I obsrv—

1. That this concomnt agriculturl education tnd to promot & prsry hlth, & the formation of good & vigrus consttuitions of body & mind. In childhod, it gvs rom fr plsnt ramblng, fr ath-lc dvrsons & xrsiss to both sxs, in opn & holsom air. It frnshs a diet also vry conjenial to hlth, comfrt & lrnnng.

2. Engajng erly in the plsrs & busns of agricultur, prpars one fr futur xposr & hardshp. It prvnts r dstroys *an unenviabl dlcsey & timidity*, & gvs crj, fortitud, & an unshrinkng nr. Thus what wud othrwise b considrd grat xposr & hardshp, is safly & esily borne.

3. It constntly xrsiss, & of cors improvs, the jnjmtn. It frnshs childrn of only four r fiv yrs of ag, with a du portion of busns, which they ar capbl of prfprmng. And whatvr the busns, it jnrlly rquirs the continual xrsis of care & dscrtion. I kno of no othr busns so condusv in erly lif to thos instmbl qualts.

4. Proper atntion to agricultur is condusv to vrtu. It keps childrn from dspanng amusmnts, & from idl & vitiating compny. It inurs erly to habts of diligns & productv industry, & thus prvnts thr irksomns in subsqnt lif. This is a material point to b gained in an erly education.

5. It hlpf forwrd the intrsts of agricultur. Ther is probbly no employmnt, merly seculr, mor avalbl to the substantial good of any cuntry, thn the practs & improvmnt of agricultur, by scientfc & wl-educatd pepl, both in the mal & femal dpartmnts. Thos ho ar brot up considrbly amidst the sens, the plsrs, the improvmnts & busns of agricultur, stdom if evr los a rlsh fr thm. Al pepl, espesly the librlly educatd, whatvr thr busns r profson, shud, if posbl, occupy & cultvat som land, mor r ls. This wud asford thm hlthful xrsis & recreation. And al childrn shud b tat, scientfcly & practcally, whatvr is to occupy thr facults fr the supprt & usfulns on bcomng mn. The mind of ech prsn, rathr thn a *mastr*, shud spontaneously enrjiz & dirc the hand.— Whatvr busns intrsts the felngs, arouss & engajs the facults in erly lif, is vry likly to occupy the injnuty & the invntv pwrs in sucseding lif. Hns an erly aquantns with the labrs, plrs & profsts of agricultur, among thos librlly educatd, wud in any cuntry,

esp'sly in this, and gratly, in the finl isu, to promot its agricultuel intrsts. Now this systm of education looks wl tards this objct, & is bilt vry much on the prinspl of havng the inmates, both mal & femal, in thr rspecv dpartmnts, out of dors & within, becom wl instructd & xrsisd in the afars of agricultur, *this art of al arts*, fr futur profst, usfulns & plsr, as wl as fr prsnt slf-suprt. This matr shud b wl thot of, & dscusd.

15. CHILDREN SHUD LRN ERLY THE PRSUS FRUTS OF THR OWN INDUSTRY.—Erly in lif as posbl, children shud hav oprtunty to lrn from xperiens the prsus rslts of thr own judisus slf-cretd esfrts, thr ldbl entrpris, & onrbl industry. This wud caus thm to lov labr,—*wud mak thm real busns pepl*, such as we ned in rpublen sosiety, & habituat thm to such a cors of lif, as wil rndr thm good & usful sitzns, realy valubl mnbrs of sosiety,—the bon, cartlj, sinw, musl, nrv—ya, the vry *lif-blod* of the body poltc.

Now al this is providd fr in this systm. The children in my trial scol wr alowd esy tasks in manual wrk, & fr what they did ovr, they had pa ethr in mony, r such xtra artcls as wr most dsirbl. Bsids al this, ech boy, & a grl, if he plesd, a partnr in the consrn, had a gardn, fr buty, ornmnt, & profst of thr own, to cultvat,—in which they wud labr in tim gaind, r tim alowd fr recreation, & al the enjoymnts & profsts of which blongd xclusvly to thm. Both of ths sorss of plsr & proprt, arising from thr own zel, injnuty & onst xrtions, had a most bnifsl influens on the conduct & hapns of my inmat pupls, just as we miht bforhand, on comm prinspls of humn natur, safly hav concludd.

16. INTELLECTUAL EDUCATION MOR THRULY DSCUSD.—This subjc has somwher bn insdntly glansd at bfor. But I wil now dwl som upon it, & mor fuly unfold its difrnt prts.

But litl, howvr, can b knon of the humn sol, r the mod of its conection with the body. So far as it xbts itslf by its oprations, to our own consusns & obsrvation, thus far it is a propr objct of invstgation, rflection & resnnng, & no frthr. We kno nothing of the substratum of spirit, r the peculir manr of its xistns, with r without a union with orgnizd & livng matr. What I kno of the sol, is in substans stadt in the foloing analysis, namly:—

It has the powr of *prsption* by its xtrnl & intrnl snss, cald *the understandng*. Its xtrnl snss ar thos of seing, herng, felng, smlng, & tastng. By the, the sol has woj of xtrnl objcts, &

intrcros with thm. It also posss intrnl snss, such as thos of buty & disformty, of harmony & discord, of curiosty & novlty, of grandur & sublimty, of congruty & incongruty, of ordr & confuson, of propriety & impropriety, of dignty & menes, of onr & sham, of riht & rong. This last is consns, which is a pre-mnnt faculty of the sol, & rndrs mn an accountbl ajnt, a propr subjct of morl govrmt, & in his spiritual natur, nerly alid to anjls, & evn to the Deity himslf.

The sol has the powr of realng & rtanng prsptions & the idea of rlations, *cald consption & mmry.*

It has the powr of ideal creation & aranjmnt, *cald imajnation.*

It has the powr of *rflection upon itslf* by its own consusns.

It has that of *abstraction & clasfication.*—It can sprat qualts from thr subjes, & considr thm by thmslvs, & with othr thngs.

It can aranj & compar thngs, & infr consunss. This is *resnng.*

But the chef thng that blongs to the sol, is *the hart*, r the seat of its afctions, pasons, dsirs, intntions, enjoymnts & sufrngs. But it is the education, r adaptation to propr use & ends, of ths parts r proprrts of the sol, wch is the chef subjct of this artcl. This embrass, frst; The aquisition of vrbl languj, as a *storhous of nolj.* This shud by al mens rsev erly, strong, concentratd & lastng atntion. If this storhous b not prpard & enarjd as ocason rquirs, & as the stok of nolj incress, the mind wil rsort to anothr kind of languj, bfor spokn of, that of colrs, lgrs, motions, attuds & positions, printd on the imajnation, & sd as a privt dpostry of nolj. But it is knon only to ones own self, & of cors is incomuncbl to othrs, & is vry dificult to b transatd into vrbl vrnaculr languj. This is a sor evl among sosl beings, which I myslf, & many othrs, as bfor sujstd, hav had oca-sion to bwal, & which shud, by al mens b prvntd by erly frnshng a comptnt suply of good comm vrbl languj.

The mens to b usd fr acquirng this languj, ar such as folos;—Much fre jnrl convrsation & orl instruction;—much jnrl redng without levng a wrd bhind, not wl undrstod;—ritng & spkng our nolj, as much as ma b don;—&, as far as convenient, the study & translation of othr langujs, espesly Latn & Grek.

The nolj of our languj, shud alwas b incresing in just proportion to our stok of othr nolj. If this rul b not folod, lmntbl consunss wil most surely folo. Now, this erly, judisus, & continud

atntion to our comm vrbl languj, was the chef instrumnt of makin such ortrs as Wbstr & Cla, & such ritrs as Channg & Em-
ons. Whnvr such mn had any thng to sa, they had good languj & in plnty, rdy at hand, with which to sa it, & that in a lusd, intrstng & forsbl manr.

Scndly. Intletul Education rquirs atntion to such studs as naturly go to dsplin the mind by confinng it to the subjet in hand; by such as aid in adng quikns & pntration to the powrs of prsption; & such as tnd to strngthn the rtanng & consptv facults. This is al to b acomplshd—by mathmatcl studs,—by ernst & undvidd atntion to dscorss on important topcs, orl r ritn—by thru study of subjccts fr our own composition, with r without convrsation r redng,—by studying boks of mntl philoso-phy, of cler dscrmination & conclusv resnng, al with du rfcl-
tion,—by much comitng to mmry,—& indeed by almost any x-
rsis, which xcits & fixs the atntion, arouss the mntl enrjs, & forms good mntl habts.

Trdly. This education of the mind implis the gradul & constnt aqusition of nolj, jnrl & spsfc, togthr with vrbl languj in which to dpost it. This is to b don—by redng & herng,—by convrsation & rfcltion,—by obsrvation & xperiens. Al the ruls & advis that ned b gvn hre rlat to the chois of boks, the slction of techrs, & the siens of Mnmoncs, r improvng the mmry by the comm mens, atntion & xrsis.

This dpartmnt of education has also much consrn with ab-
straction, dscrmination, aranjmnt, & the propr djstion of our mntl stors. This is don chefly by rfcltion, & by composition, ritn with car & jujmnt.

It embrass the improvmnt of the resn, by redng & herng the bst spsmns of just & abl resnng, & by xrsisng ourslus much in the use of our own reson. Mtphyscs & logc ma b studid to grat advantj; also the physcl & morl sienss.

The last thng I shal now nam, undr this hd, is *comuncation*. This is dsfrnt from the frst prticulr, wher languj was considrd & treted as a dpostry of ideas merly;—somthng dsfrnt also from that part of ornmntl education, cald polit litrtur, r bltr. Hre it is to b considrd & treted as a chanl of intrcros with felo minds, & a mens of influns upon othrs harts. It is to b improvrd, & rndrd mor efisnt, by studying boks of rtore & ortry, by redng with care the productions of the bst ritrs & critcs, by listnng atntvly to

the bst spekrs, by lrnng human natur, & the most drcr avnus to the human understandng, felngs & hart, & *abov al, by much juidisus practs.*

Ths six ar matrs of prim consquns in a good intltual education, dmndng atntion to the storhous of nolj, the improvmnt & dsplin of the mntl facults, the storng up of nolj itslf, its ordry aranjmnt & prpration fr resnnng & action, & the powr of employing it fr plesng, instructng, & prsuadng mankind.

But I hav hre somthng to spek of a litl mor, which coms within the provns of mntl phlosophy, & of cors, within the provns of the educatr. I am now vntrng on ground bfor untrodn; that is, as far as *I* kno. And if I shud ad one r tw nw chaptrs r sctns to this intrstng & importnt, tho dscult subjet, I hope no considrt mind wil, without candd & matur dlibration, acus me of inovation, r trsp, r witlsns; fr ths matrs, altho I hav nvr bfor sen thm dscusd r notsd, ar, by no mens, objcs of mer curiosty & speculation; but of imns use & daly aplcation.

The frst & chef of ths thngs, which is the formng by presptrl gids & slf-dsplin, & *formng erly*, dstinct habits r mods of thinkng, *as to sped*, fr the sak of accomodatng our thots to the varius objcs & uss: As—

1. *Thinking fr incres of our own mntl stok*, r othr motvs of prsnl considration, al withou. rfrns to imediat comuncation.—Fr such pross, our thots shud b in our vrbl vrnaculr languj, & as rapd as wil allow of sufisent dpth, aersy, ordr, & rntion fr rdy use whn nedd. Al mn of grat mntl funds, aranjd in du ordr, & rdy fr use on any ocason, ar hre fair spsmns fr illustration.

2. *Thinking fr colloquial prposs.*—Hre sped is not so mterial as the powr & habit of colectng & aranjng & storng our thots, til acording to the just ruls of decorum, our trn coms to spek. This wil prvnt our talkng in compny mor thn our shar, & prvnt our intruptng othrs by utrng a thot we ar in grat fer of losng, if not spokn imediatly.—Profsr Lnd Woods, of Andovr, Mas., & his vry wrthy pupl, Jacob Ide of W. Mdwa, ar, undr this itm, vry good xmpls.

3. *Thinking fr utrns*, whil engajd in xtmpraneus publc spekng. This shud not b too slo fr intrst & animation, & not too fast fr du rflection, & fr dlibrt, dstinct, & ful enunsiation, by the xrsis of the mor slugsh organs of our physcl natur, *the organs of spech*; much aftr the xmpls of John Hancock, Samuel Sprng,

D. D. Calb Strong, & Edwrd Evrt, al of Mas., & Timothy Dwit, lat prsdnt of Yal Colj, Ct.

4. *Thinkng fr the sped of the pn*, in comm long hand ritng. This mod r habit of thot, fr manuscript, r bok-makng, which is of much & lastng valu, shud b just sufisntly slo fr du rgard to matr, aranjmnt & propriety of diction, & just sufisntly rapd fr propr dspach in fair ltbl chirogrphy.—Nathaniel Emons, lat techr of christiانتy in Franklin, Mas., was a frst rate xampl of a good habit of thinkng fr the du & unmbarasd sped of the pn. The wrld has sldm sen a btr ritr on al acounts, *espsly fr the pulpt*. Now, it is my dlibrt & ful conviction, with propr dfrns to futur invstgation & the opinions & xperiens of othrs, that one, & the sam prson, is capbl, by nssry instruction, tranng, & his own esorts, of erly formng al ths four dstinct habts of thot fr thr dfrnt apropiat uss, & that to vast advantj in al subseqnt lif,—in the comm afars,—in litrry & scientfc prsnts & busns,—& espслy in the lrnd profsions, & in the varius matrs & consns of public srvs & employmnt.

I wil now, with a litl fredom, sho yu som of the inconvenienss arising from not having ths four dstinct habts of thnking erly formd. The prsn ho has not the habit of thinkng fast enough fr good & fair hand-ritng, is vry apt to b a slo, stupid, cold, unintrstng, & spirtls ritr.—On the othr hand, the one ho thinks too fast fr the pn, of cors too fast fr sufisnt dpth, dlibration, & maturity of thot, wil find himslf subjet to svrl evls; as frst,—he wil hry his pn in such a manr to kep it in pas with his thots, that his chirogrphy, r hand-ritng, beoms so bad that othrs, & somtims himslf evn, *can but hardly red it*, if at al. One miht almost as wl undrtak to red qual-traks in the sno! I hav knon mny such, & hld corspondns with thre of thm. But O! thr ritng. Yu must, afstr al yur tim & trUBL, *gs at about haf of it!* The nxt evl of thinkng too rapidly fr the pn, & a gratr one stil, is that ths too rapd thots ar vry likly to b *vry suprfisl*,—put down in haste, without sufisnt care as to the subjet matr, the unty, the brefns, the prspcuty, the strngth & elgns, of the composition. I ons had the kindns, r *the impudns*, of sujstng to one of my corspondnts, a vry rapd ritr, & an enormous publishr of boks. that if he wud rite mor sloly, & with mor prpration, thot, & dlibration, & lt evry manuscript se, as Hors ss, Mny a da, & *mny a blot*, bfor it ses the wrld, his ritngs, in the long run, wud b

much mor red, & *mov mor sloly out of estem, out of use, & out of dat.* But he, strongly dsirus of grat authrshp, & zlus fr *making mny boks*, justfid himslf stoutly, & told me that his thots movd with the rapidty of lightnng, & that his most rapd ritngs wre the most apladd!—A minstr of the Gospl ons, vain of his rapd ritng, showd me & othrs a *manuscript srmn*, which he sd with aperns of som slf-complasnsy, & hi xpectation of admiration, that he rote it out in one wintr evng, by the liht of one candl, which, I think he told me, lastd til about 10 Oc. He thn bostd that *that srmn cost him but just one candl!* To which a brothr ministr, hos sarcastc wit fr that momnt, got the btr of his svlty, rplid, that one candl was quite al it was wrth! Wl miht the satrel Hors, castgat the sily authr ho made—Sntum carmna, stans pede in uno,—a hundrd lins of poetry, whil standng on one fot, bfor shiftnng his weit to the othr.

If yu wish to hav yur ritng srviv yu & b red a hundrd yers hns, yu must dvot much tim & labr to evry paj. Whatvr is ritn fr the public y, shud rsev much mor atntion as to matr & styl, thn that which is dlivrd xtmpraneusly, on the spr of the ocason, & is soon gon, nvr to b rvwd, r critsied. The real weit & wrth of what is ritn, lik othr thngs, wil jnrly bear som just proportion to what it costs. Thrsfor erly form the habt of thinking dlibrly, deply, conetdly, & acurtly fr the pn & the prs.—In comm epistolry & jrnl-ritng, yu ma howvr, b mor rapd.

Anothr grat evl of tryng to rit with the habt of thinking too fast fr the pn, is, that the cors of thots has run by, bfor they cud b put down. Prsns subjct to this evl ar jnrly thos of warm, x-itbl, & hryng tmprmnt. Thos of thm, ho ar dtrmind to rit wl, if at al, findng thr thots gon by, without bng put on papr, ar oblijd to go ovr the ground agn, & with felngs coold, & ardr dampd, endvr to drag bak ths flon-awa thots. But they now sem dspoild of thr lustr, frijd & dsgustng, lik skltons without lif, r fish, r clothng. On ths acounts, ritng bccms a slo busns & an irksom task, & so it wil continu, til the xtmpraneus habt of thot b laid asid, & another formd, sutbl fr the pn.—This evl was much compland of by a felo studnt of min at the Theolojcl Smnry, hom I & othrs wr endvrng to improv in the composition of srmns. This is doutls one of the chef resns, why ritng composition is such a hard & dsgrebl wrk to mny.

I wish yu now to nots som of the evls arising from want of a

proper habit of thinking for xtmpraneus speaking. If it be too slow, one must either speak without thought, & of course is liable to get into the use of many xpltvs, & expedients to get along without embarrassment, & his utterances must be too slow for keeping up an interest attention among common people. But on the other hand, if his thoughts move too rapidly for his powers of utterances, he would be likely to speak too fast for his own comfort, & for the education of his hearers. They need proper time for retrospection, reflection, & fixing the thoughts in the memory.—But this too rapid & imperfect utterances, is not the only evil, *nor the greatest*, in thinking too rapidly for the tongue. It produces in many the dreadful & embarrassing habit of stammering. I do not mean what is usually called an impediment of the speech; but that stammering which arises from a *vain effort* to utter words as fast as thought moves for private use, which is impossible without speaking five words in proper time for one. This is too much for our sluggish material organs to accomplish, & the inconsistent attempt to do it, produces hurrying, confusion, sputtering, stuttering, stammering, & very bad & disagreeable methods of speaking. This subject to this habit must, in efforts to communicate, go over the ground twice or thrice, before they can be understood, & of course, are subject to great waste of time, with all the hurry & other evils. The want of the habit of thinking slowly enough for full & distinct utterances in xtmpraneus speaking is a vast damage to many great minds & close & rapid thinkers.—I only know the president of a college, a man of superior faculties & attainments, & quite an author, *who was much injured* by not having a just habit of thought for xtmpraneus performance, keeping even pace with his powers of elocution. And as he was very popular with his pupils, they, I presume, were insensibly imitating him, & acquiring the same bad habit of utterances. O what immense evils arise from such a man's bad habit, acquired in youth for want of proper education in this matter.

With regard to the proper habit of thinking for one's own private use, & for increases of mental furniture & stores, I shall at present do no more than give this one journal rule: Think as briskly & swiftly as you can, & yet think clearly, truly, accurately, profoundly, on every important subject, & leave your thoughts always in good order without.

With regard to forming a proper habit of thought for both tongue & pen, I will now just say: Stock your shelves with clear & distinct ideas, deposited in good vernacular language;—early begin to think for writing as swiftly as other important things will allow, & continue in it, as a course of discipline, for days & weeks together, with as little interruption

as possbl ; & just so with rgard to spekng ; til yu can think with the propr speed fr the pn lik Nathaniel Emsons, & fr the tong lik Lnr Woods, & Daniel Webstr; & then yu wil poss qualfcations of vast wrth to yu as both ritrs & spekrs.

Bfor quitng, fr this tim, the neibrhod of mntl phlosphy, I must b alowd the privlj of prsntng tw mor short pargraphs, one entirly nw, the othr comm ; but both important.

Ther is one thng in the afars of mind, which I hav nvr knon to b notsd bfor. It proseds from a prinspl in humn natur, which shud b proprrly rgardd, dvlop'd, dfind, educatd, & drcrd to its propobjcts. Sum account of this is as folos: Whn a prsn is, at ons, r of a sudn, xitd, & much intrstd, with any pticulr objct, r subjct, the mind spontaneously & instntly, without rflection r chois, grasps som othr & a material objct at hand, r in imajnation, & fixs on it, as a kind of witns, rtanr, promptr, r montr, r whatvr yu ples to cal it, as an aid in recolectng & usng this matr of intrst fr contmptation r dscors. This has bn a thng of xperiens with me from my erliest recolection. Som think this is peculir to myslf ; svrl howvr I hav found ho think othrwis.—But I wish othrs to gv thr xperiens & opinions on this subjct. I aprhnd ther ar yt prinspls in mn as wl as in othr dpartmnts of natur, not yt dvlop'd.

In the provns of education, a matr of grat & paramount importns, is, that the yung mind b made *erly to aquir the habits of ernst atntion to dstant & dfint objcs*,—of thru invstgation into the natur & rlations of thngs, facs, & truths,—of acurt dscrimination,—of ordry aranjmnt,—of a dep, tnasus, jnrl care,—& of strongly felng a constnt rsponblns. Whatvr ma b the fact with rgard to othr dpartmnts, branchs, & itms of lrnrg, b sur to lt this b don, tho at any pains & cost. Such habits, with thr naturl concomnts & rsults, wud aval esntialy tords formng xelnt carctr, such as Socrats, Xnophon & Plato, such as Cato, Sisro & Aurelius,—such as Bacn, Lok & Nwtn,—such as Washington & Adams, Jefrsn & Webstr ;—r rathr, such as Abl & Josph, Calb & Joshua, Paul & John, & mny othrs, ho hav lrnd of our Lord Jesus Christr

N. B. Se also artiel 13 on the last paj of Letur XIII; wher is somthng mor that is nw undr the jnrl subjct of Mntl Phiosphy.

LECTUR XII.

ISOLATD R MARKS—CONTINUD.

17. THE JNRL APLCATION & USE OF LITRTUR & SIENS.—This dos not sem to b xtnsvly wl undrstod. One fathr sas, if I knw r blevd my son wud b a profsonl carctr, r a statsmn, I wud gv him a librl education. If I had strong resn to think that my datr wud bnft the wrld by techng & ritng, I wud gv hr also a good oprtunty fr the sam. But fr the comm busns & consrns of lif, *what is the use* of so much xpns & trubl fr mor thn the comm primry education ?

But so grat a mn as Juj Story of Mas. ss—Such is the quiknng powr of siens, that it is scarsly posbl to plant its simplst jrm in the humn mind, without its xpandng itslf into a hlthy groth. As it movs on, it jnrats nw thots & nw inquirs, & is forvr gathrng without xaustion, & without satiety. The curiosty, which it ons enkindls, brns on with unxtingushbl flam.—What then must b the mity & glorius influens consqnt upon educatng, *jnrly & librly*, al pepl, in litrtur, siens & busns, acordng to the provisons of this systm ! It wud soon rejnt the wrld, & produs such a dsirbl aj as that which was the theme of ansnt song.—Then lt this systm of education rsev du atntion & patronj, that ma cary its prsus frnts into al dpartmnts of humn busns & consrns, & far abrod in the wrld, & down the cors of tim.

Afr my own long xperiens & obsrvation on this subjct, it is frmly my opinon, that, if any mn has a son, intndd fr a farmr, & has only a theusnd dolrs, r ls, to gv him, it wud b wis both fr the son & the public, if the fathr wud xpnd quit one haf that sum fr the sons xtra r librl education, at a colj, r som othr good insttution of lrnng ; *providd howvr*, that the son wud not, by sdntry, esmnt & studiis habts, *lose his inclnatn & ability fr agriculturl labr*, & real bon & musl xrsis. The resns fr this ar—*Frst* : His superir qualfcations fr planng & manjng his busns to advntj. *Scondly* : His superir skil & powr fr employng to gratr profst, the naturl resorss & wlth of his farm r plantation. But nothng wil so wl scur the forgong importnt & esntial proviso, as the mthod in this systm of daly unitng lrnng with varius

labrs, espesly agriculturl. Whn this proviso is scurd, in concion with a jnrl & librl education, a grand objct isachevd without any drabaks.

18. MN & WMN OF WLTH & HI STANDNG IN SOSIETY SHUD XAMN THIS SUBJCT.—It asfords me real hartft satsfaction & dlit, to se thos of whatvr politcl sct, hom our fre, enlitnd, rpublcn sitzns hav bn plesd to plas in trust with thr public intrsts, lookng diligntly to the evr prsus consrns of our comn, intrnl, domstc bnft, espesly thos of jnrl & librl education,—&, without partialty, afordng countnns, & al propr encrjmnt, to evry mens of public utility, improvmnt & hapns. With becomng dsfrns to the nolj, jujmnt, stations & patriotism of al such, I kindly & rspectfyl ask thm thruly to xamn this systm of education, in al its parts, concntions & barngs, & with candr & fidly to vw it in rlation to the strong rqustions of our stat & nations grat intrsts,—& then to act accordng to the dictats of thr humane, patriotic, bnvoiint felngs, & enlitnd wisdom. It is posbl ther ma b somthng in it, the stat & nation neds.

As this systm of education was orijnly dvisd, & chefly intnded, fr femal imprevmnt, elvation & hapns, thrfor, presntng my rspectful salutations to the wivs, datrs & sstrs of statsmn, patriots & phlanthropsts, & to al othr lads of wlth & influens, & of humanity & kindns, espesly toards the ls favrd of thr own sx, I ask thm to sumn & consntrat thr enrjs & wisdom, & by this, r any othr & btr systm, to mak mor xtnnd & powrful efrts fr the jnrl, enlarjd & usful education of the ls wlthy femals; such efrts asshl provok the smils of bnfisnt Hvn, xit the grateful emotions of sucseedng jnrrations, & mark thr own nams, & thr own tims, with peculir & ilustrius distinction. Lt not this apel to the femal mind & hart, b in vain. In this grand afair, not only of patriotism & phlanthropy, but of morality & rlijon, & the hiest sprtual & etrnl intrsts of al, ar deply consrnd.

19. Shud any institution undr this systm bcom abl, it mit b wl to establsih an INFANT DPARTMNT, proprrly spratd into dstdinct grads, fr the suport & jnrl education of soundlngs, & othrs, at any aj undr fiv. This wud doutls prsrv much humn lif & talnt to the stat, & wud aford optunty to asrtan the mrtys of a rgulr systm of infnt trannng, compard with the comn, unnlitnd, haphazrd mthods. It is quit posbl, that infant education in jnrl is susptbl of vry grat improvments, fr the prsrvation of lif, fr the

promotion of hlth & physcl powr, & also fr erly advans in morls, intljns & usulns.

Such an infnt dpartmnt mit possbly b usd to corct a stranj ms-tak, & an imns evl, prvlnt in the wrld,—that childrn in most, r al, of the staj of lif undr fiv, ar not the propr subjc of systmatc r forml education. But the truth is xactly the rvrs of this. Se, I bg, & duly apresiat, what in fact they do lrn undr fiv, & evn undr thre!—So thot the prsus, dsrnng & fathful mothrs of Philip Dodrj, Timothy Dwit, Jorj Washington, & Jon Qunsy Adams, & mny othr parnts, ho bgan thr wrk erly, & rasd up most xlnt childrn to enlitn, rform & bls mnkind.

Grat improvments ar douls yt to b made in the education of yung childrn. One thng of prim consqns, I wil vntur upon a litl.—*They shud hav mor to do with the grand bildng of nolj itslf, & ls with the scafoldng & varius prprations.* This I tred of vry brefly in my mmorial, hrd & printd by Congrs, Fb. 19, 1844, on the subjc of rforming the ritng of our languj. But it hre rquirs a mor fre & ful discusson.

Much to which yung childrn ar rquird to gv thr atntion at scol, is *mer prpration* fr nolj. Fr a grat portion, r prhaps most of this, they se no use, & fr it they probbly wil hav no use fr a long tim, if evr; such, fr instns, as lrnnng by rot to spl long colums & catlogs of wrds, without noing thr menng, r havng any occasion to use thr arbtrry & cumbrus orthogrphy in ritng composition,—the only ljitmt objct of any formalty in this hard & dsgreabl busns. They ar pushd forwrd in this, & othr thngs, undr this hed of prprations fr nolj, at grat pains & xpns, by al-most any & evry mens of stmulation, such as fer of osfndng pa-rnt r techr, r aprehnsion of punshmnt, r hope of rward, r evn the gratfcaton of unhalod ambition, r al ths togthr,—& not in the least by dlit in the busns itslf, r by a rationl conviction of its nssty r utilty. Of cors whn the hatd, drdd, irksom task is ovr, the hol is dsmisd from the mind, & is vry soon forgotn.—This is lik rasng stajs, scafolds, platforms, stairs & ladrs, at imns & dstrsng labr & xpns, without any knon use to the wrknn, & *to b blon awa, r rotd down*, bfor thr use is sen r nedd. In this wa, I hav no dout, that, on a jnrl avrj. in this cuntry, mor thn one haf of the prsus tim, sver labr, & vast xpns of childrn undr tn yers of aj. spnt in the comn scols, r any othr primry scols, *ar thron awa, &, indeed, unspekblly wrs thn thron awa...* Vast postv

evl is produsd, as the naturl & nssry rsult. Ths strng, opraty litl anmls wil, if posbl, b busy about somthng that intrsts thm, tho it b nothng but sport r pla. They wil avoid scol, as a plas of mer lrnng, as much as they can ; fr thr intrst & plsir in the busns do by no me is sv as a rcompls fr the confinmnt & othr dsgreabls. Hns mny bcom xtremly prjudsd against thr scol, thr boks & thr lrnng, & al that is in the atmospher of scol, xpt thr recreations & vitiatng sports & gratfcatns. Ths childrn thrfor, evn in this fre & enlitnd country, gro up in dolful ignrns. Bsids, by this stranj, unaturl, & absrd mthod of erly education, mny brit & promsng childrn bcom stupid & bnumd. Mny aquir the habts of idlns, by sitng & doing nothng at scol ; fr they chos to do nothng howvr dsgreabl, rathr thn prform such hard, unintrstng, &, in thr *vw, usls* tasks. This naturly produss vis, as wl as ignrns, jnrl indolns, & nglt of duty. Indeed, the chef dfisnss & the mny dplorbl evls in the atmospher of comn scols, r of any primry education, now, by vrtuus & dsrnng pepl, ho look wl into ths matrs, much & justly compland of, flo naturly from this old, folsh & barbrus custom.

But, without dla, st ths felng, spritly, rationl, actv, entrpri-sng & industrius litl creturs at wrk on the bildng of nolj itslf, & by the simplst orl languj, by modl & sampl instructions, & any othr valubl mthods, comuncat propr ideas to thm,—obsryng also, at the sam tim, by al mens, to tech thm good vrbl languj, which they wil not b oblijd astrwrds to unlrn, esp ply by corct xampl, fre dsfinition & use, as a rtanr & storhous in which they ma safly dpost thr nolj, in good ordr, as fast as they aquir it. Then, by & by, whn they thmslvs prsev, by propr hlp, that they can conveniently do no mor, & go no hir, without bildng stps, stajs & scafolds, & procuring nw tools, now found esntial to thr sucessful prosecutn of thr plsnt busns & stimulatng objcs, they wil now of cors go at the wrk with alacrty, & prsu it with al thr mit. How soon then is it don, & wl don, & up they go agn, with redubld enrjy & satsfaction, to wrk on the main bildng, *the tmpl of nolj*.

Now I wil drop the figr, & use plain languj.—Astr techng childrn varius important & intrstng nolj—such as the wrks of God & the wrks of mn, includng naturl hstry in its almost infinit vriety,—the rudmnts of the phycl sienss,—the natur & rlations of thngs which they can undrstand, jeogrpphy, the sacrd

& seculr histry of the wrld, &c.,—al by esy & smilir languj, by varius mthods of xbtion & rprsntation, & that also in union with som simpl & plsnt handcraft, til the aj of fiv, six, svn, reit;—astr al this, I sa, lt thm b informd, as yu wud inform the inhabtns of a nwly dscovrd island, dstitut of al litrtur, astr they bcom aquantd with yur vrbl languj, *that the sounds by which instructions hav bn gvn thm*, which they hav hrd & undrstod, which natrly blongs to the er only, *hav*, by the injnuty of mn, bn rprsntd to the y by srtn litl marks, cald *ltrs*, which yu & any otrs can lrn & mak, such as ths; (shong thm the alphbt.) Lt the techr thn tl thm;—I obtand much of the nolj I hav bn gvn yu, from boks by mens of ths ltrs. (Shong thm boks ritn & printd.) Now if *yu* wil lrn the formis & sounds of ths ltrs, & to sa thr sounds, whthr singl, r a numbr in a sprat pars1 togthr, yu wil yurslvs b redrs, & obtan most intrstng & prsus nolj from boks, as wl as I, *by yurslvs alon*, without a techr.—With what spirt & curj wil they now ply the wrk of lrnnng to red! And, if we had a justly rformd & good alphbt & orthagrphy, *as we esly mit & shud hav*, they wud mak vry quik & plsnt wrk of it;—don in a fw das, r at most in a fw weks;—in ls thn one tnth of the tim & pains usualy spnt in it.—Wl, in propr tim, tl thm;—Yu can esly lrn to mak ths ltrs yurslvs, with fingr, chak, pns, r pn, on sandbord, blakbord, slat r papr, & so to plas thm that they wil signfy signfent wrds, snch as yu hav bn herng, & can now se, & red, & undrstand. By this mens yu can put down r record prsnt facs, & yur prsnt thots & nolj, fr the futur use of yurslvs & otrs, fr spekng to thos at a dstns, & thos ho wil liv long astr yu wil b dd. They ar now, at ons, prpard with propr zel & rsolution to comns the art of ritng, & soon it is mastrd. Astr lrnnng to mak the ltrs, & to join thm togthr in wrds, in smal runng form, lt thm proscut the busns in thr own composition, espisy in ltr & jrnl ritng, with pns, (if found bst,) of thr own manufatur. Now is the tim fr thm to comns lrnnng to spl the wrds they ned to use in thr own composition, & non othr; also, lrnnng *gramr, punctuation*, & the use of *capit ltrs*,—al in conection with thr own composition; but stil without much, if any, bok-study. By such a mthod, I hav had childrn abl to rit vry dsnt composition, at eit r nin yers of aj.

In our mthods of instruction, conformd to this slf-suportng systm of jrnl & librl education, the comn primry branchs, such

as redng, ritng, the nolj of wrds, thr orthogrphy, gramr & aranjmat in composition; also, varius mens to sharpn & quikn the understandng, r the prsptv & the consptv r the realtg facults, —mens to strengthn the mmry, to invigrt the dscrimnatng, the aranjng, & the resnnng powrs, ar, in prop'r sesn, obtand so inspi-ently, so esily & so gradualy, that the pupls aperd, amidst thr prsus fests of intrstng, captvatng & usful nolj, to b almost insns-bl of fatig r irksom labr.—Lt the comon scols in this, & varius rspcts, b radely & thruly rformd, accordng to the planst detalets of natur, resn & comon sus, & *one haf of the xpns wud produs at least dubl the prof.*—But I am sorly afriad that it wil nvr b don, til the pepl of this favrd aj & cuntry, by going onwrd in the old stupfyng & vitiatng trak, shl becm so ignrnt, corrupt & degradd, that they nvr wil do it, &, of cors, lose th r rpublcn institutions & privljs, & the enjoymmt of thr sivil liberts.

20. A COMPARTV ESTMT OF THE XPN'S & PROFT of the old systm of primry education, & the frst mod of this nw systm, ma now b gvn. In the frst plas, lt the xpns of tle formr mthods, fr 200 pupls ovr fiv yers of aj, dvidd into four scols, & al kpt at scol durng one haf of ech yer, b justly estmatd. The avrj anual xpns of scol-houss, fuel, boks, & othr materials & utnsls, ma probbly b st at \$180;—the bord & tim of the pupls on acount of the scol, at 63 snts a wek—\$3076;—the wajs & bord of the techrs, avrjng fr mal & femal \$3,50 pr wek—\$364; the varius othr xpns, such as thos of atndng scol' metngs, makng & colctng the scol taxs, the tim of varius comites, &c., tho not sverly fit, yt ar somthng, say \$40;—finly, to ths items ad the x-pns of xtra scolng at hom & abrod, including the tim of the pupls—calng it \$200: makng an agrgat of \$3850. Now what is the prof? With rgard to 50 of ths pupls, I am nethr wild nr alon in asrtng, that it is al ls thn nothng;—ther is mor damj thn prof. With rgard to 50 othr, I conclud ther is about an evn balns, nethr prof nr los. With rgard to the othr 100, the nt prof is somthng, tho not wrthy to b compard with such varius & grat xpns. In this estmt I find no salt with the techrs, parnts, scol comites, r othr town ofssrs; but only with the natur of the old systm, which, by som stranj mens, cam into xistns & is stil kpt up.—In som scols, I aknolj the avrj prof is gratr.

By this tim, surely, yu must se that som radely improvd sys-

tm, one costng ls & produsng mor, is loudly dmndd. Whthr the one about to b proposd, is such a one, yu yurslvs must juj. I wil now gv yu somthng of its plan, xpns & profst, as ner the truth as I can from resn & xprmnt.

1. The pupls shud atnd scol one haf of ech da only, which is confinmnt quite long enough at a tim; ther shud b but one clas in a rom at ons, & but one branch of lrnng atndd to at a tim.

2. Orl instruction shud b usd most of the tim with proper handcraft.

3. A du dgre of mutual instruction shud b usd; r oldr & mor forwrd scolrs shud by trns b employd, wher mor thn one clas asmbld at a tim, as asistnt techrs. This wud rquir no mor xpns to such, thn they wud rsev profst, by rvwng thr formr lrnng, & obtainng qualfcation fr profsonl & prinspl techrs.

I wil now estmt the xpns of scolng the sam numbr, the sam tim on this nw systm.—The dmnnuton of bok xpns wil cansl the aditionl xpns of scol-houss & techng, if any ocr. Thrfcr, lt al the xpns, xpt fr tim, bord & xtra scolng, b countd the sam as on the old mthod, amountng to \$584. No xtra comm scolng is hre alowd, & non is nedd. Fr it is material in this nw systm, that the comm scol, whthr domstc r asosiatl, b mad to accomplsh its intnded objct, a good comm education fr the comp afars & busns of lif, & one far btr thn has bn usul. The tim in scol being rdusd one haf, the xpns of tim & bord wil b rdusd in the sam proportion, & wil b \$1537: the hol being \$2112. Now rkn the profsts of the hand labr of al the pupls, on an avrj at 43 snts a wek only, fr the sd trm of haf a yer, r 26 weks, & the rsult is \$2236,—from which tak the hol xpns of al the pupls fr the sd trm, & the rmandr is \$124;—mor pecuniary profst thn al the xpns; *so that the xpns on the nw systm is so much ls thn nothng.* Ad this to the sum of the xpns of the sam scol, the sam tim on the old mthod, & yu wil prsev the disfrns in the xpns to b \$3974;—no smal sum inded to b savd in one yer by a smal town, in the matrs of comm scolng! In the one case the xpns of the scolng of ech pupl is \$19,87; & in the othr, ech pupl erns, ovr & abov al xpns, just 62 snts! But this is by no mens al the gan. The pupls wil lrn mor, & lrn it btr on the nw, thn the old mthod. Bsids, much also wil b savd on the scor of sivilzation, morls, hlth, & lif, which mony wil not & canot prchas.

21. SIMPLISTY OF DIET contributes grately to al the ljtmt &

valubl objcs of etng & drinkng, such as hlth & plsr, comfrt & vigr of body & mind, as wl as to the es of slf-suport. This sub-
ject is, on varius acounts, of such vast importns in this systm,
that it dsrvs a mor particulr nots thn it has bfor rsevd. In rla-
tion to this matr of simplisty of diet, as wl as to hot r warm &
stimulatng drinks, & frmtd, alcoholc & intoxcatng liqrs; also
in rlation to vry compleatd & sapd cookng, & mny othr thngs
in the prevns of diettcs, mnkind, espesly thos in a stat of opu-
lns, howvr pron to earthly good & the plsrs of sns—to the enjoy-
mnts of voluptuers & epcurs, ar stranjly bgild, mistakn & dludd.
I thrfor bg that al wud opn thr ys upon incontrvrtbl facs, &
inclin thr er to the vois of xprmnt, *on thes afars*, so grand & im-
portnt in vw of the wrld.

Whn I was yung, I hrd a mn, ho enjoyd snstv dlts as wl as
any of his flos, emphately sa, whil prtakng of his royl dish
of *wl cookd bens & milk*,—The longr I liv on *bens*, the btr I lik
thm. His manr, & the srccumstanss, lft no dout that he utrd the
truth.—I ons employd a boy to hlp me dig potatos, ho, whn in
the busns, xclamd in the simplisty, onsty & eloquns of his hart,
—Good, crakd opn potatos in the mornng—O how good!—Whn
I was a child of 8 yers, a grl of 9 was takn into our famly from
a condition of smi-starvation; & tho she had now a plnty of
good, holsom comm fod, yt she wud xprs vast joy & delit whn
she found a fair bd of chkbry levs, r the twigs of blak-brch,
which she had bn long acustomd to sek aftr & to use fr rlevng
hungr.—A lrnd, wlthy, & emnnt practsng physisan ons sd to
me,—Gv me a plnty of good potatos, & I wil nvr starv.—I hrd
an eldrly minstr of the Gosp, ho kpt, as it is usualy cald—*As
good a tabl as any body*, sa that he nvr enjoyd any fod so wl,
whn realy hungry, as a boild cold trnp; & I can sa about the
sam, if yu wil put a good boild cold potato with it.

—If yu wish fr a good & proftbl lsn on this subjet, then carfuly
nots the rudns, the anml warmth, the vigr, the strong nr, the
chersulns, & the dltsful gustation of thos childrn ho enjoy a
plnty of holsom air & xrsis, ar kpt clen, ar clothd just enough
to b both desnt & comfrtbl, hos fod is cers & simpl, barly enough
to prvnt the dstrs & wekns of hungr, hos stomcs & aptits ar wl
prpard fr it bfor it coms, & hos drink is cold watr. Can any
pepl, howvr rich & xtravgnt, xpc to enjoy thr fod, & drink, &
slep, btr thn thes? *I spek as unto the wis.*

I hav myslf, fr the sak of xprmnt, livd tw months almost wholy on corsly ground Indian corn, nethr boltd nr siftd, simply cookd & mixd with milk, & no drink but watr; & I can, with no misgvngs, dclar that I nvr enjoyd my fod btr, *on al accounts*, in my lif, the I hav xperiensd al kinds of livng r diet, from the tabls of the most opulnt epcurs, down to that of the poorst log-hous pepl in the wildrns, r on the northrn mountns of Nw Hampshir;—no, not evn in my hlthy groing childhd; & mor-ovr, *the longr I liv in this wa, the btr I lik it.* And, I ask, is not this resnbl? Ho can hav good & salutry aptit & gustation, fr a long tim, without the naturl cauiss, *xrsis & hungr.*—And what finit ajnt can manj a dozn r twnty thngs at ons, so wl as one, tw, r thre?—r, a too hvy brdn so wl as a liht one?—*Why then the glands, the teeth, the tast, & the stomach?* Do not the djstv & prgtv powrs of the humn systm ned the corsr & ls nutrtv parts of fod, fr propr xpansion & prgation, as wl as the finr, mor dlet & nutrtv?—Hns the ruls, & *the goldn ruls* in di-ettes:—Bcom hungry bfor yu et.—Do not et too much.—Drink nothng but cold watr.—Lt yur fod b cookd simply, r without much intrmixng of dfrnt artcls r condimnts, xpt ocasonly a litt salt.—Use only one, r tw, r thre dfrnt artcls at a mel.—Use but vry littl fish, r consntraid substanss, r condimnts.—Tak no hot fod, & employ no mens but opn air xrsis & abstnns, to increas r sharpn the aptit.—If yu evr find yurslf possd of an unaturl r canin aptit, satsfy it with vry simpl & unutrisus fod.

In drang tordz a clos on this importnt matr, I wil just sa,—I hav from my yuth up to sixty-four vers of aj, trid on myslf mnny xprmnts of livng, in al conditions, & in al kinds of busns; & aftr al, I hav com to the rsults abov laid down. And now as a studnt, at this aj, this yer 1848, I culd, in the sntr of Nw Eng-Ind, *liv by myslf*, in sumr, without kindling fir, xpt fr liht, in the bst manr fr myslf, includng fod, drink, lojng & liht, with no mor cost thn *forty-fiv snts a wek.* I howvr, ons in a whil, enjoy a wl cookd mel, with othrs, of comm euntry fod, such as I was acustomd to in erly lif, as a rarty r an xtra fest, as wl, & probbly *btr*, thn any one els; & whn I bord with othrs, I use such fod as they, xepng warm & xitng drinks, & tw r thre artcls of fod, which I canot partak of without serius injry. But gv me a plnty of good & simpl brd, milk, frut & potatos, & good watr, & I wil nvr ethr starv r complan.

In this conection, fr I kno not of a btr plas, I wil gv som short acount of a mthod to prvt the brnng of fod in the act of cookng, which I discovrd som yers ago, aftr dsirng it & srchng fr it mny yers.—Lt a covrd boilr b st in a stov r arch, of siz to acomodat the famly. Put within this boilr liht thin cooking utensls, containng the fod, spratd a litl from sd boilr by a liht & thin irn fram. Whn ovr fir, the boilr shud nvr b long xastd of watr, which chefly prvnts the brnng. Lt the vsls al b covrd as closly as consstnt with the admison of watr & the escap of steam. On this plan, al the danjr in the cas ariss from the unnotsd xastion of watr, & the boiling ovr of liqud fod contand in the interir vsl. Ths tw thngs rquir considrbl atntion, whn the het is vry grat. This is a hlpr in the slf-suport of this systm.

22. The menng, in this systm, of the xprson, *Jnrl Education*, is so importnt, & so litl practsd, that I wish hre to enlarj upon it. The wrd *Education* is comnly usd in a vry naro & rstrictd sns, usuly signfyng no mor than the cultvation of the intlet, & som partial aqusition of litratur, siens & the fin arts. But the wrds *Jnrl Education* ar usd by me in this systm to signfy a jnrl prpration fr al the comm & jnrl consrns of ones condition, & varius busns in comm & jnrl subsqnt lif. This includs just atntion to whatvr coms within al the dfrnt dpartmnts & stajs of education, & a subjugation to the varius mens & influess which shl gv drcion & xrsis to the dsfrnt facults & capas-ts, & form, fr the mny stations, rlations & conditions of lif, a jnrl carctr fr jnrl usfulns, rspctbility & hapins, as wl as appropriat qualfcations fr any spsfic station, busns, r profson; r, in othr wrds, *a good sing out*, as far as ma b, *in the countls afars of real comon lif*. The wrds *Librl Education*, in this systm, mean an education that is fre, untramld, & vry xtnsv in the varius consrns of mn.

23. Now, if yu ples, in the concluson of this letur, I wil present a partculr dscrpion of A NW SYSTEM OF CLOTHNG & LOJNG, dsind fr dsnsy, comfrt, hlth & economy, invntd wholy by myslf fr use in this slf-suportng plan of domstc education.—Lt the evry da busns-clothing of both sxs, xpt that fr the hed & fet, consist of tw garmnts only—namly : 1. *The Undral*, xtndng from the nk ovr the hol srfas, loosly fitd to the trunk, & to the lims as far as the ancls, & a litl belo the elbos,—to b in form somewhat lik a jakt & pantalons fastnd togthr, havng such opn-

ngs fr putng on & off, & othr convenienss, as shl b found nssry, to b closd wholy r partialy at plsr, by strngs r butns, r othr mens, & havng tw loos drawngs ner r about ech ancl, fr dsnsy & conveniens. Lt this b put off fr lojng. Indeed, I think it an err to wear any garmnt both *in* bd & *out* of it, & to wear any niht clos, as they ar cald, xpt the comon bd clos.

· Lt the othr garmnt b also loos, a frok fr mals & a tunc fr fe-mals. The frok shud xtnd from the nk (wher shud b a loos colr) to the rists & a litl belo the nes, with propr opnngs on the sids tords the botom, with loos singl drawngs just belo the arms & just abov the hips, & dubl ones abov the elbos & at the rists. It shud b prpard to b worn ethr sid in front, & ocasonly to b trnd up out of the wa from the rists tords the elbos.—The tunc shud b formd in just the sam manr, xpt that it shud xtnd to the ancls, without sid opnngs. It shud b prpard with sts of hoks & ys, one abov anothr, to ras the botom ons, twis, r thris, fr conveniens in wakng, runng, jumpng, & any othr sports r busns, r jymnaste xrsiss, that ma rquir it. Lt the cloth of ths garmnts b of dark colr,—of cotn r linn fr sumr, & woln, not fuld, nr sherd, nr prsd, fr wintr. Lt the sabth clothng b made in the sam fashon, but of superir quality. Whn nssry fr cold r storm, lt ther b a loos ovral, r clok, simply made of wol, with apturs fr the arms, r with slevs, to b worn ovr the othr tw garmnts.—Lt as litl hd-drs b worn as wil comport with the jnrl ideas of dsnsy ; but of whatvr fashon, it shud b liht & airy, *frely lting off the prspration*. The comon custom of lethrn shoes r boots, xpt the sols, not alowng the fre discharj of prspration from the fet, & causng a bad snt, is an evl to b encournd in physcl education & in comon lif. But in this cold, snowy country, it is prhaps, fr the prsnt, a nssry evl,—an evl, "owvr, which shud b rdusd as much as possb.

As to matrs of lojng, lt the bd-stds r stas b fr singl prsns, & from tw to thre fet wid, & from four to six fet long, made of hard tugh wood ; the ravs, r the chef sid & end pess, an inch & a quartr thik & thre inchs wid, & framd & fastnd wl at the cor-nrs. Ths being covrd insid with canvas, shud b hung to the wals of the wl vntlatd dwlng rooms, at convenient dstnss, one abov the othr, with propr hinjs on one sid, & stapls & long irn hoks on the othr, xtndng from the wal abov. Upon ths bd-stas, lt thr b plasd bds r matrss of sutbl siz, & compactly formd, of

mos, r levs; r straw, r hair, as thin as wil ansr fr comfrt. On this lt al nssry clothng b plasd, just enough to prvn the uncomfrtbl chil of cold, & no mor. On one side of the sd bd, & of eth artcl of clothng, lt ther b made strong loop-hols, at proper dstnss apart, to acomodat the bolts of thum-scrws, pasng thro the sd ravs, sd loop-hols, & a thin wodn slat r clasp on the upr sid, that the whol, on the sid nerst the wal ma b frmly fastnd togthr, & esily spratd, by sd thum-scrws. On going to bd, lt the othr sid of the bd b rasd horizontally, by hokng the sd long irn hoks into the sd stapls. On risng, unhok, & lt the hol hang loosly upon the wal by the sd hinjs, which is al the makng & airng nssry. Fr mariid pepl, I wud recomnd the sam mthods of lojng, xpt that the bds b made widr & strongr. The bnfts of this systm of lojng wud b imns, fr economy, hlth & comfrt.

LECTUR XIII.

ISOLATD RMARKS—CONTINUD.

24. I wil now la bfor yu som particulrs consrnng a farm, r plantation, to acomodat a smnry foundd on the chef prinspls of this nw slf-suportng systm of jnrl & librl education, & the busns asind to ech mal of the asorsd faculty.

About 500 aers of good sesibl soil wud b a susisnt suply fr a hundrd pupls, *five aers to ech*. This shud b wl watrd, & asford som watr powr fr such manufacturs as shl b found nssry. It shud b wl proportionid fr varius rquisit productions, & asford convenienss fr brikmakng. A pntgon in the sntr, of a haf acr, shud b fr the bildngs. From this shud b subtndd, in du ordr, *five one acr lots*, one fr ech family, fr pla grounds & gardns. Subtnndng ths, thr shud b fr tilj & moing, *five twenty acr lots*, all togthr forming a complet srcl; & subtnndng ths, the rmandr of the farm shud b fr pastur & wood-land, & dvidd into five distinct sections of equl siz.

Lt ther b gron a profuson of esculnt roots, fruts & brdstuss; but nothng fr frmntd r alcoholc drinks. Lt ther b kpt a cow fr ech compny of five pupls, & a hors fr ech family—al trand to agriculturl busns; a shep fr ech pupl, & such othr yung & bef stok as shl b found xpdent.

The fathr of the senir famly shud hav the hom instruction of his own famly, & the jnrl suprintndns of the hol insttution, undr the drcction & suprintndns of the bord of trustees. The fathr of the junir famly shud b formn in al the consrns of techng in the smnry, xpt the senirs ;—also of the librry & al the othr educatiol frntur & apratus. He, togthr with the jnrl suprintndnt, shud b thruly erudit in al the branchs to b tat in the smnry. The fathr of the midd famly shud b the formn of al the finansl consrns, includng the busns of buyng & selng, the transport & storj of provisons & othr propety, togthr with kepng the accounts.— The fathr of the sophomor famly shud b the formn in al matrs of gardnng, jymnastics, shop-wrk, hlth, mdsn, srjry, & the physcl education in jnrl. The fathr of the frshmn famly shud hav the manjmnt of al the agriculturl asars & out-of-dor wrk, xpt the gardnng.—Al the prrnts, both mal & femal, shud b wl frnshd in ltratur, siens, the librl arts, & jnrl lrnnng, & b evr rdy to aid ech othr, by counsl & othrwis, as abilty shl alow & ocason rquir. Agriculturl & othr improvmnts, fr the bnft of the smnry & the wrld, shud b constntly kpt in vw as importnt objcts. The mor education of the smnry, xptng the jnrl suprvsion & counsl of the chef fathr of the insttution, & the apropiat sabth xrsiss, shud b comtd to the unrmitng care & xrtions of the fathr of ech famly, as in comon, enlitnd, vrtuous & rspctbl housholds.

25. Som dscrpion of sutbl bildngs fr such an establshmnt, ma now b givn.—i. *The Dwlng Hous.*—Lt this xtnd est & wst,—b of tw storis, bsids the basmnt & the atc,—the upr story fr mals & the lor fr femals,—frnshd with movbl chars & dsks, both of convnient construction, elswher mor prticulrly dscrbd. The atc shud b for stor rom ; & the basmnt—dvidd in the midl est & wst—shud b usd, the southrn haf fr slr, & the northrn fr cookng & etng, & fr the dsks, the rsdns, & somtims prhaps fr the lojng of the parnts. This hous shud b at least twnty-six fet wid,—includng, fr ech story, on ech sid, a portco, of sufisnt width fr walkng & sitng to study in shad & opn air,—which shud xtnd entirly around the bildng, with convenient ralng, gat-was & flts of stars to the ground. The roms in this hous shud b twnty fet squar & eit fet hi ; of cors the sections fr ech famly, (without intrnl mens of comuncation,) must b at least 20 fet long. Ther shud b in the sntr a section fr public use, & fr the acomodation of vistrs, & prhaps the sik. The wals spratng ths sections shud b

strong, solid, & imprvius to sound, acomodatd in convenient plass with bloks of wod fr hangng up varius artcls, & also with irn bolts pasng thro, with fastnr in the midl, & prpration on both ends to acomodat bd-stas on both sids. Ther shud b trap-dors in the thre upr flors, one drcly ovr the othr, at one end of ech of sd sections, which flors shud othrwise b vry tiht & solid. Ths trap-dors ar dsind fr pasj of prsns by rops r rop ladrs fr jymnastic xrsiss, & mor esp ply fr the pasj of varius othr artcls, by rops & pulis, with conveniens fr fastnng thm up r down, & the midl one shud b larj enugh whn opn, to allow the sam prsn, rasd as hi as nssry, to se & *comuncat* with the occupnts of both dwlng roms at ons. Ther shud b an outsid dor, & sufisnt windos & mens of vntlation, on ech sid of the dwlng roms, nxt the portcos, & one outsid dor, larjr & mor substantial, on the sam end of the kitchn as the sd trap-dors, & anothr opost to it, into the slr. The kitchns shud ech contain a cookng stov of sufisnt siz, with funl to b dvidd into tw branchs,—one fr cold wthr, to paſ thro the sntr of the upr roms, & go out at the rof; the othr to b joind with this ner the flor, ovr the kitchn, & pas horzontly out on the north sid,—ech having a shet-irn stopr fitd as nerly as posbl to the insid, & hung ner the junetion on a smal squar bolt, with gujons xtndng thro ech sid of sd funl, with a thum-pes on one end, by which it ma b trnd, that ech branch of the funl ma b wholy r partialy opnd r closd, to gy the hol het, r ls, into ethr branch at plsr. This is a contrivns to sav fuel, & to prvnt any rmoving r chanjng of funl to acomodat both sumr & wintr.— Ther shud b in this rom thre tabls, al tw & a fourth fet wid; tw fr mels, ech eit fet long,—the othr fr cokng consrns & kitchn acomodation, four fet long. Seat-boxs fr sitng, & to contain clothing, r othr thngs, shud xtnd one haf wa around this rom, bilt to the wals, on the end opost the sd dors. It shud b frnshd with about a dozn chars, a sink, & a bd r tw to b hung on the wal, & shlvls abov on the wal, & som hung from the upr flor,—a dsk fr ech of the parnts, & *mens fr fre & plntful vntlation*. Ech dwlng rom shud b fitd & frnshd fr twlv prsns, xpt thos fr the frshmn famly, which shud b, with thr kitchn, *fr sixteen*,—al to contain the contmplatd numbr of inmat pupls, togthr wiht a parnt r techr. Ech inmat shud hav a dsk, to ris & fal to acomodat his hiht, sitng r standng, with crtns on ech of the four sids, that the occupnt ma b wholy r partialy clostd, at the plsr of him-

slf r techr. Ther shud b a sistrn in ech famly section, to rsev watr from the evs, rasd hi enugh to lt watr into boilrs on the kitchn stov. Lt the lowr rom, in the section fr public use, b fr librry, letur-rom, chapl, & ocasonl lojng; the upr rom fr othr educationl frntur, apratus & curiosts, & ocasonly to acomodat thosik, &c.; & the basmnt & the ate shud b fr storj of public property, & fr ablution, &c. The sd chapl shud b acomodatd with seats susisnt fr al the inmate of the institution, & fr ocasonl vistrs.

2. *The Barn & its aprtnss.*—Ths shud b, in varius rspcts, of pecalir construction fr conveniens & economy. Lt ther b, at propr dstns north of the dwlng-hous, a bildng 32 fet squar, fr stablng, thrshng & granry belo, & fr gran in the straw, & fr som ha r othr fodr abov, both to b admittd thro smal dors on the outsids. The width of this bildng is to b the width of an opn area xtndng south, cald the barn-yard. From ech cornr of this bildng, ther shud xtnd south a nssry distns, tw bildngs, 24 fet wid, fr ha abov, & shltr of catl bneth. The undr part is, to a propr hiht fr mn to pas & labr, to b entirly opn, without sil on the insid in conction with the yard, the cornrs being roundd to prvnt injry of catl, & on the outsid & the ends enclosd to the ground. This undr part shud b providd with raks & manjrs, fr fedng the catl thro a naro aprtur from the ha-loft. Ths bildngs, r wings of the barn, ar to rsev ha thro smal dors plasd at propr distnss on the insid abov the opn spas. The yard shud contain a sistrn, r trogh of runng watr, & b inclosd on the south end with a hi brst-wrk & larj dors. This plan of barn-bildng entirly prvnts the nssity of tyng up catl in cold r stormy wthr, & of cors of clennng out thr manur,—tw considrbl items in tndng thm acordng to Masachusits custom,—*spsl cass xptd*, fr horss, wrkng catl, &c. It also frnshs the most economcl & convenient mthod of fedng catl, savng much in the importnt artcl of manur, & mor thn haf the formr & usual labr, & bnfiting the catl bsids. The thrshng rom shud b 20 fet squar & $7\frac{1}{2}$ fet hi, plasd at the north-wst cornr of the frst mntiond barn bildng, & contain a seculr platform, rasd a sutbl distns abov the flor, & made vry rugh on the botom, & ful of craks r fisrs fr ltng out the gran as it is shld, & to rsev the gran from abov in the straw, to b thrshd by a concil mashn of mny lgs plasd in spirl manr, proprrly graduatd in{lngth, to b trnd by horss r oxn, travlng

within r without sd platform, somewhat lik a brik-mortr mashin. [N. Ther ar so mny lat improvmnts fr thrshng & clennng gran, that I do not now sustan this.]—The granry shud subtnnd this ro.n on the north-est cornr, al levng a stabl at the south of 32 by 12 fet, fr horss & othr catl, as oceason shal rquir.

3. The *Wod-Hous* shud b plasd on the south sid of the dwlng hous, at propr distns oposit its sntr. It shud b formd convenient fr pasng thro croswis, fr unlodng wod within, & fr cutng & storng a sufisnt quantty of fuel. I sa nothng of hog-sty, fr it is no part of my plan to mak r use pork.

4. Lt the barn-yard, frnshd with liht movbl screns fr zak of dlicasy, b the *nessry plas* fr the mals, & a sutbl bildng to ech famly fr femals.

5. Ther shud b bildngs fid fr wrkshops, one at ech end of the wod-hous.

6. Ther shud b propr jymnasia fr sporty xrsiss, condusv to hlth & strngth, physcl dvlopmnt & efisnsy. Plass dsnt fr bathng the prsn in watr, & rubng & scourng it in sand, wud b vry convenient & usful.

7. Lt ther b a smal chep wind saw-mil, plasd btwen the wod-hous & the dwlng-hous, fr sawng fuel & fr othr uses.

26. Lt it hre b wl undrstod, that the authr of this systm, & of ths lcturs, dos not, fr mny resns, dsin to bcom to any grat xtnt, a practsng techr r educationl suprintndnt; but that he is disposd, as far as abl by evry mens in his powr, to aid & encrj, on som eljbl spot in this cuntry, with propr hlps & patronj, a good & fair modl scol r educationl comunity, as far as ma b on domstc & slf-suportng prinspls,—dvidd into dstinct clases r famls & grads,—manjd & instructd by actng parnts, chosn & drcrd by a Bord of Trustes, hos dongs shud b undr the suprvsion of a Bord of Vistrs,—both duly incorpratd by Stat authorty;—hopng that mny othrs, espesly yungr & mor efisnt pepl, seing the xlns & nessry of the systm, wil folo up what he has bgun, & xtnd the nolj & influens of it in the wrld,—that his mny studis, labrs & sacrifiss, in advansd lif, ma not b lost to the prsnt & futur jnrrations of mn. He, howvr, bsids this, wishes to xtnd in his own lif, to the xtnt of his mens,—espesly among the ls opulnt, ls privljd, & ls improvd part of his own cuntrymn & othrs—the nolj & practs of the provisons of the *frst mod* of aplyng this systm, dsind to anihlat the xpns, & radcly & gratlly to improv

the comm primry scols, undr the nam of *family, dstrct, vilj r sity clases, r Stat r Nationl Unvrsts*,—wher orl instruction shl b carid on most r much of the tim, in one clas only at ons, in union with propr productv handcraft. This is with him a grat jnrl objct; but esp ply fr the bnsit of the fre pepl of colr in this country, wher they ar alowd to lern.

27. I wil now put down a numbr of artcls, which hav no rlation twards any prticulr systm r mod of education r instruction, but ar importnt in thmslvs, & shud b tat the yung at propr aj & with du care.

1. Al shud be erly tat that ther is, most surely, nothng on the hol gand by *violatng r chetng natur*. The bnvolnt Makr & Ownr-of al thngs has so dcre, & has garntid the fulfilmnt of his dcre by such a plj as the wisdom, justis & stablty of his thron, that no profst finaly shl, evn in this wrld, b obtand by go-
ng contrry to any establsd prinspl r law of natur, in robng Him, r in robng any of his creturs, rationl r irationl, of what he gav thm, r intndd fr thr sustnns & comfrt, & fr the fair, fre, & ful dvlpmnt of thr naturs, facults, & mens of good to thmslvs r othrs. Hns the *impolsy*, as wl as sin, *of not doing to othrs as we wud hav thm do to us*,—*of oblijng our felo creturs to rndr to us involuntry & unrquitd srrs*, & of chetng evn brut anmls, esp sly the yung. Do not dpriv mn, nr womm, nr childrn, nr calvs, nr lambs, nr the yung of any othr domstc anmls, of what natur providd & intndd fr thm. If yu do, natur, wil inevitbly criminat, & crs, & punsh yu. Thn, if yu wud b wis fr yurslf, lt al the yung hav a plntful suply of *natur's own provision, in natur's own wa*. Hns folo a numbr of thngs,—1. Lt al the yung hav al they wil tak of thr own mothrs milk, til ths mothrs, *in the rgulr cors of natur*, & acordng to its dictats, shl wean thm. This wenng wud tak plas, among domstc anmls, frst with the swin, nxt with the shep, nxt with neat catl & mankind, &, last of al, with the hors. 2. Lt evry cretur hav al the librty it wil use, & not abus fr its own injry r that of othrs. 3. Evry humn cretur, so soon as capbl of slf-drction & slf-suport, shud b alowd freely to use al the advantjs of his natur & education, fr his own inosnt enjoymnt & usfulns. Thrför, 4. Al shud b fre, & pr-pard by condition & education, fr onrbl marj & subsqnt cohab-tation in famly stat, as erly in lis as natur indicats & inclnation rquirs. And this is the doctrin of the sacrd scripturs:—As ar-

os in the hands of a mity mn, *so ar the childrn of the yuth.*—Hapy is the mn that hath his quivr ful of thm.—Hre is a matr of grat consrn in this systm of education, which looks to the liht, & the harmonius dictats of NATUR, PROVDNS & THE BIBL, fr gids & drction,—the thre consntaneus, chef, & prhaps the only rvlations of God to mn ; & indeed it is a matr of much consrn also to our yung, xtnsv & groing cuntry, & to the wrld of mnkind.

2. Yuth shud erly b tat, espesly in this fre rpublicn cuntry, the fundmntl prinspls of naturl & politcl law. Mnknd wr made fr the sosal stat, al with equl rits,—*one fr al, & al fr one.* This is a plain dictat of natur. Hns al politcl compacs, constitutions, statuts & laws, not conformd to this prinspl, ar rong, & ar not bindng, only by iniquitus fors & powr. Hns the nssry brdns & inconvenienss, as wl as the privljs & enjoymnts, shud, as far as posbl, b equly dstrbuted in any comunity,—whthr famly, neibrhd, vilj, sity, town, county, stat, nation, r the grat famly of nations. The xpnss of al objcs of public utility naturaly com on al, acordng to thr abilty, & the dgre of busit enjoyd, Hns thos parts of any comunity, which hav the gratr share of nt enjoymnts, shud hlp thos which hav ls. A town in a plain & aluvial cuntry, in which the xpnss of roads is but trifling, shud asist the one in an unevn & roky cuntry in makng & reparng its roads, unls thr ar othr pcular brdns fr brijs r somthng els, to produs an equality. The pepl ho liv ner strem, & enjoy the varius naturl advantjs of thm, shud frnsh the public freely with saf & convenient conveyns ovr thm. It is wholy unjust to tax a mn abrod from a hard, rugh, hily town, wher the roads ar fre, fr pasng a road, r a strem, by brij r fery. Fr he has mor of this kind cf brdn thn his shar, to endur at hom. Hns the grat oprson practsd on the pepl of Masachusts & Nw Hampshir, & prhaps of som othr of our northrn Stats, whn travlng to the wst & south. This is a matr not sufisntly rgardd by ritrs on law, by ljslatrs, Stat r nationl, & corts of chansry r equity.

3. Pupls in passng the varius stajs of education, shud b tat to considr what profson r busns fr lif wud bst sut thr inclnations, thr resn, thr jenius & talnts ; & aftr they shl hav fixd thr chois, they shud b tat to improv the varius occasns & oprtuntis to aquir nolj of thr chosen profson r busns by apropiat inquirs, instructions, dscusons, redng, lcturs, & obsrvation. But aftr al, thr

main dpndns shud b on what they obtan in the sosiety & busns of actual & rspctbl practitioners. This surely is the dictat of resn & comin sns.

I canot but nots hre the stranj absrdty—sanctiond by long usj & by vry hi autherty, evn of protstnt christians, & in enlitnd tims & in enlitnd stats—of bildng, & larjly endowng, a kind of monastris,—of gathrng yuth into them to obtan *a practcl, profsonl, busns education*, one fr livlihod & usfulns among mnkind, —& of calng mny of the most abl practitioners from thr own propr sphers of action & emnnt useulns, to thos profsonl inst-tutions, to tech ther, in cloistr, the mer theory of thr rspctv profsons! How much mor resnbl wud it b fr ths profsonl mn, ths abl practitioners—lik the carpnt, the smith, the ship-rit, & the navgatr—to tak ths yuths into thr own presines & busns, & ther tech thm, simultaneusly, *both the theroy & practcs of thr profsons*.

In this concotion, I wil mntion one thng of considrbl consquns in this peculir aj, vry aplebl to mn of al profsons & dpartmnts in busns,—but espesly to the minstrs of the Gospl,—& one upon which the yung ot to rsev much caution & prntl instruction.—In our das, ther is grat tmtation to spnd far too much tim in esy, liht, mislaneus redng, to the ruinus nglet of profound study in the clasc, scientifc & profsonl dpartmnts. Amidst ths tmtations & fasnatng alurmnts, ther is nedd a constnt gard. Think of the dluj of most atractv periodcls,—of biogrphs,—of travls,—of voyjs, &c., &c.,—to sa nothng of poetry & wrks of fiction. A prsn mit spnd dubl of his hol tim on ths, & yt not read haf of thm he wud wish! The habt of slctng a propr proportion of this kind of redng, & rejectng al the rst, shud, undr propr gids, & with du dscrtion, b erly comnsd & continud thro lif. Fr want of this erly formd & strn habt, al the profsons ar now gratly sufrng.—And yt, from erly childhd, a propr portion of this kind of redng shud b comnsd & continud, as wl as a propr proportion of travlng fr obsrvation,—that a just, importnt, & evn nssry nolj of the histry of ones own tims ma b possd. This has now bcom one of the most importnt & dscult afars to b manjd in educationl & profsonl lif, of which no parnts, educatrs, r techrs, shud b unmindful.

4. Femals shud b so educatd as not to aper in opn sosiety, & in fas of the wrld, to b consus of sxual distinction, r of liability to sxual intrcors; *proridd, howvr*, that such manrs rsev propr

rspsons by the manrs of the mals. I abhor to se a peculir shyns & coyns in femals, r a dsposition to pas an old aquantns r nei-br, r any felo-cretur indeed, of the othr sx,—espsly in a cuntry stret r road, *intnctionly*, without shoing him any nots r rspct. It seems to me that such femals, at such tims, ar thinking of nothng els but ilist & bas intrcors, & that they suposd it to b just so with the othr sx ;—r that, if they showd thr fass rspctfuly, & rtrnd rspctful motions & wrds, it wud b shong impropr fredoms & gyng impropr librts.—Lt the femal mind, by a propr education, b elvated far abov al this, & b prpard to use, with propr modsty & dfrns, as much fredom, in opn public condition, with mals as with femals, & to hav, & to rspct, *mal* as wl as femal frndns.—A bold, impudnt, obtrusv forwrdns is also, *by al mens*, to b avoidd. Btwn ths xtremes, ther is a propr, amiabl, usful & dignsfid medium, which shud b erly & thruly tat & invariably practsd ; & its xistns & jnrl mansstation in sosiety, is a fair idx of its good-bredng, improvmnt & rspctbility.

5. If yu wish pepl to b dlc in thr languj, they shud b erly tat such languj. A good maxm is, & one to b unvrslly folod : —*If yu MUST nam an impur r indlc objct, slect & use as pur & dlc a wrd as posbl.* This is a sntmnt which shud b erly imprsd on the minds & felngs of the yung, both mal & femal.—Almost nothng is mor promnnt in the rong r dfisnt education of the prsnt da, thn the dsttution, r non-usj, of a compint vocablry of good wrds & phrass, neat & comly, clen & dlc, to xprs nsry ideas on indlc & ofnsv, yt nssry & importnt subjcs. A consqns is, that such ideas ar not xprsd, nr do such subjcs rsev du atention & discuson among the mor vrtuous & rfind, espoly in the education of childrn. Of cors, ethr gros & ruinus ignrns prvals on ths subjcs,—som of which ar of vast consqns in humn sosiety,—r the nolj of thm is obtand, by the risng jnration, from the vulgr & dgradd, the il-brd & the visus, & that likewis thro the impur chanl of an inderus, cors, dgradng, unsavry & dmorlizing orl vocablry, r dialect, r st of wrds, phrass, symbls, mtaphrs, algors & alusons, vry bad fr childrn to hear. But mny sem much dsposd, *unssrly*, to spek on obsen & ofnsv subjcs, & to sho thr bas wit & thr lo bredng in the use of indlc & vulgr wrds. From thr aperns, one mit juj that the mor il-savrd & filthy the wrds, the swetr they tast in thr mouth, & that they card not hes rfind, chast & dlc felngs they mit thus ofnd. This

btras a voluntry dgrdation & merns, most dscpbl, dsgusting & intolrbl, & shud banish any one from al desnt, vrtuus & rspctbl sosity. Then lt the maxm plasd ner the hd of this artcl, b tat by parnts & al techrs, & wl obsrvd by al our chldrn & yuth.—This wud fit the der objcs of our dep consrn, & our hiest erthly hopes, fr the estem of wl-educatd & valuabl pepl, & gy thm crnsy in good sosity.

6. Xtrnl manrs ar of considrbl consqns in our consrns with the wrld. They shud thrsor hold thr dsrvd plas in a systm of jnrl education. I shl now atnd to tw pticulrs only—*walkng & vocl musc.* Al chldrn ma, without dansng-scol, r waltzng, r calisthncs, b tat to walk esly & elgntly. Why that afctd sprng of the instp & ancl at evry stp, lik a Cap-Cod-mn, walkng in the fine sand ancl-dep?—& the nek & hd conformng thereto? The hol of this mthod of walkng, as nerly as I can rprsnt motions by sounds, rsmbls at evry stp the foloing sylbls:—*Go-hitch-up; go-hitch-up; go-hitch-up, &c.* The want of naturl & grasful xtrnl manrs, or what ma b cald comm clownshns in motion, frnsh the liht-mindd & the dspatd with thr bst argumnt fr dansng-scols, bals, &c. I wish yu to allow thm this argumnt no longr. Obsrv thos who walk naturly, esily & elgntly, among humn r brut anmls, & copy thr xmpls, & yu wil walk wl enough without the xpnsv, bgilng & dmorlizng mens I hav just namd.

With rgard to vocl musc I hav now not much to sa, xpt what consrns the use & aperns of the mouth & fas in singng. But as I am no practitioner myslef, pardn me if I do mak som blundrs. But to the busns:—Lt the fas b smoth & plasid, & vry xprsv of the sntmnts utrd.—Nvr sing so hi, r so hard as to contract the brow, r dstort the countnns.—Opn the teth & lips as litl as sufisnt utrns wil allow, & nvr lowr the undr jaw, & lip surely, any mor thn is nssry. Lt yur orgns howvr b usd frely & natruly tr ful xprson & enunsiation.—Practs singng fr slf-erction whil bfor a mirr, & ther nots yur own countnns critcly, in al its parts & motions.—But abov al, abstn from evry dgre of lvty whn in the atmospher of sacrd musc, espesly in the wrshp of the sanctury.

7. Al shud b erly tat that thr *ma b*, & ofn *ar*, mny matrs with rgard to which grat mn & rnownd authrs ar not propr & saf authorits & gids. Mny of thr prsnt opinons ma hav orijsnatd in the ignrns & wekns of erly yers,—in prjudss, dlusons, & the

formr habts of thot & action, fr which they can gv no just a-
count,—& in imprsns rsevd from parrts—prhaps ignrnt, ca-
prisus & eroneus ones,—from tcchrs & erly asosiats,—from a
laughtr r a wepng, &c. ;—al which ma hav found thr wa into
ths grat ones without just caus,—hav gron with thr groth, &
strngthnd with thr strngth, & ar now dsfndd with al thr prsnt
vast powr, authorty, art & sophstry. *Therfor*, not only inquir
what they think & do ; but *why*? This nobl, indpndnt spirit &
prinspl, prprly carid into practs, wud prvnt much misgidns &
err in importnt matrs.

8. A mind consttud fr *good firm prinspl*, has its own peculir
tmations & viss. It is vry liabl to lak in impartialty, candr, &
a becmng libralty of sntmnt ; & is pron tords stisns, obstnsy &
bigotry.—A mind possd of a vry dltc sns of congruity & pro-
priety, is peculirly xposd to djnrat into an unamiabl & unnssry
prssns.

9. One thng in solv manrs I shud nots, & wud crct :—*Much
jst'culation in comm conversation*, & saing *yes, no, & I understand*,
&c., with motion of the hd, rathr thn with the orgns of spech.

10. Ther is a grat impropriety vry prvlnt, but prhaps by long
err now fr a tim rathr a nssry one :—Employng *unmarid tc-
chrs* of ethr sx, to educat & prpar our childrn. of both sxs, fr
the dutis, trials & privljs of comm wdd lif.

11. In evry systm, institution, r plas of education, al posbl
mens shud b usd with the yung, to prsrv thm from fals consp-
tions & fals opinons, r errs in jnrl, produsd by ignrns, prjuds,
misconstruction, partial r incret infirmation, the peculir tones of
selng, a frutful r disordrd sansy, r the bias of the hart.

12. Fr the *hlth of studnts*, in conction with othr thngs in a
good physcl education, MUCH ATNTION shud b paid to thr diet, in
which thr is imperiusly dmndd a radcl & jnrl altration. The
nxt thng, (aftr vetoing *glutony*, r etng too much fr the bon & musl
xrsis.) which I wud recomnd, is—Usng much mor frut & succulnt
vjtbls, with milk : al which hav much watr in thm, & of cors
bulk in proportion to the nutrmnt, & wil throw off the rfus mor
by urin thn othrwis. This wud b a captl mens to cure old
erones & prvnt othrs.

13. The felngs of mn, espesly the mor dltc & rfind, oprat on
the hart quikr thn resn, & on the snsorium quikr thn resn r the

hart. Hns, the dep & abidng imprsons, imajnations & opinons of childhod, which hav long bn xplodd by resn, wil stil ofn hav a momntry influens on the hart, *r the felngs of the mind.* This *I hav xperiensd, & do now at 64 yers of aj, on the sudn aperns of somthng I had erly considrd OMNUS.* Hns also, in the insipient staj of an afrit, the blod in the xtremts bgins to chil, &, (which is the sam thng in the scalp,) the hair *sems* to bgin to ris, bfor the hart, *r the resn, r the real crj of the sol,* bgins in the least to b movd *r asctd.* This I hav ofn xperiensd, whn off in som soltry plas in the niht alon, whn I saw *r hrd*, of a sudn, somthng that semd alarmng. I hns conclud that imprsons on the hart prosed thithr from outwrd parts of the snsorium, by mens of the blod & nrvs, & ofn hav grat & somtims bad efct, bfor the mor slugsh & dlibrt faculty of resn can oprat in the cas. This is a nw itm of som importns in mntl phlosophy.

14. Our languj on mny subjes is xtremly dfisnt & baren. To xprs our almost infint variety of felngs, intrnl & xtrnl, we hav only the trms, *plsr, pain, hardnes, softnes, smoothns, heat, cold, wt, dry, squar, crvd.* Fr the sam variety of tasts, we hav only the wrds, *sweet, biter, ransd, sour, salt* ;—of sml, *stink, fragrns*; —of siht, *blak, whit, ylo, blu, rd, brown, gra* ;—of herng, *mloidy, harmny, jargon.* Ther is dificulty in being spsife on any of ths subjes, without srcumlocution, *r figrtv & borod languj, & evn with thm.* How baren the languj of patholojy with patients. They ar dsitut of trms to xprs to the physian, thr numrus & prhaps alarmng symtoms & felngs, to gid him justly, prhaps in the only tim fr the hopeful adminstration fr cure of the dses, simpl & complx.

How we sufr fr want of dsnt, elvatl & dignfid vrnaculr languj, which any wl-brd pepl wud wish to use, to xprs the anatomy, the oprations, the conditions, the felngs, the dsess, the sufrngs, the tmtations, the vrtuus & visus use, the nssts, the danjrs, &c., of the sxual dpartmnt of the humn systm, dsind by the Creatr fr the mutual propns & attractions of the sxs, & the vastly importnt consrns of procreation.—Stil it seems contrry to comm law, to coin a wrd! How much our languj, *espsty the ritng of it*, neds improvmnt! Must this so nssry & importnt matr, al b lft to hap-hazrd? Why culd we not, by the agremnt of authrs, edtrs & publshrs, hre in this yung & entrprisng nation, *esily*, (if undrtakn proprrly,) efct a rfrmation in our languj, *es-*

psly the xtrnl rprsntation of it, & thus st a NOBL, & prhaps a nw xmpl to the wrld, with rspec to what shud b don fr IMPROV-MNT IN LANGUJ, as wl as in the consrns of agricultur, roads, transprtation, bildng, &c., to kep pas with the jnrl march of improvmnt.

I wil now clos this cors of thirten Lecturs, with a short apel to the tru frnds of thr cuntry's onr.—The systm of education which has now bn prsntd to yur vw, is not an xote. It was not borod from the ansnts, nr importd from abrod. It is a natv plant of our own Amren soil, wher it has bn, durng mor thn six yers, opnly cultvtd, trid & provd. Evn in al the embarsmnts of infnsy, & in most unpropitius srcumstanss, *its naturl fruts ar its glory.* It has endurd smils & frowns, flatry & rproch, sners & scofs, fraud & violns, frost & fire, mobry & kidnapng. The most sutl, vigrus, unwrthy & lawls efrts of a hauty & combind aristocrsy, of avris & prid, of dluson & prjudis, envy & malis, hav, *Hrodlik*, in its infntl wekns, bn combind to dstroy it.—Tho it has bn sverly shakn, & mny of its butifl & promsng flowrs & unrip fruts torn off, by iniquitus & cruel hands ; yt the systm stil rmans,—stil to bud & blosom, & bear an abundns of most prsus fruts, that shl cher the hart of mny an orphn, & ras mny a child of misfortun from ignrns & vis, oprson & wo.—Shud it b patronizd & adoptd, it wud produs at hm most valubl & lastng rslts to our own bldovd cuntry, & a foren rnown as xtnsv as the dwlngs of mn, & as endurng as the blsns of vrtu & nolj, liberty & hapins. What then wil wis patriots & statsmn do ? Wil they nrsh a promsng child of thr own, r adopt a foren, r non ? Lt ths qstions b ansrd by sobr & enlitnd resn, candid & jnrus felngs, & a just & onrbl lov of our cuntry.

[End of this Cors of Lecturs on a Nw Slf-Suportng Systm of Jnrl & Librl Education ;—to b folod by a Nw Plan fr a Stat r Nationl Univrsity, which is the produs of the forgoing, but a dstinct asfir from it.]

AN E S A,

APPLYNG THE FORGOING SYSTM, IN ITS CHEF PRINSPLS & PROVISON'S, TO A JNRL STAT R NATIONL UNVRSTY, EMBRASNG THE VARIUS D-PARTMNTS, BRANCHS & STAJS OF A JNRL, LIBRL & PROFSONL EDUCATION FR BOTH SXS.

The with of a jnrl education, obtand in propr seen & in du proportions, formng a caret fr usfulns, onr & hapns—espsly among a pepl of fre & rpublen prinspls & institutions—is redly fit, & neds not b told. Such an education is a chef consrn of *al mn*; but mor abundntly so, of parnts fr the good of thr chil-drn, & of rulrs fr the wl-being of the Stat. It embrass the four foloing dpartmnts:—

1. PHYSCL EDUCATION, r that of the body. This has rspec to the corpl systm, not only fr its own sak, but as the habtation & ajnt of the sol,—the medium of its manfstation, of its intrcros with xtrnl objcs, & of its rsevng & impartng nolj.—This education consists in the improvmnt & just aplcation of our materil orgns & facults, & the use of the apropriat mens fr the groth, hlth, actvty & comfrt of the body,—includng propr attn to diet, slep, clenlhs, airng, clothng, & the du xrsis of its powrs in the prformns of duts & the enjoymnt of privljs. Its chef objcs ar, thrfor, to rndr the body a comly, strong, & durbl habtation of the sol, & a saf & crct medium fr shoing itslf to othrs, a tru & convenient chanl fr intrcros with xtrnl objcs, & an efisnt hlpr twards its usfulns & hapns.

2. The second dpartmnt of a jnrl education, is that of the hart, r THE FORMATION OF MORL CARCTR. This implis, frst, the cultvation of the morl sns, such as thos of propriety & impropriety, of onr & shame, of riht & rong; scondly, obtanng nolj of the morl facults, felngs & sntmnts of mn; thrdly, the formation of good morl prinspls; & finaly, the aplcation of ths prinspls to the mny rlations & oblgtions of lif;—thus completng an xlnt caret, harmonius in al its parts, & rndrd prmnnt by the erly formation of good habts.

3. The thrd dpartmnt is the EDUCATION OF THE INTLCT, which embrass the enlarjng, strngthnng, dsplnng & drcng the mntl facults & capasts; in plntfully storng the mind with varius & valubl' ideas; in proprly aranjng, djstng & prparng ths mntl

stors fr jnrl, insdntl, & prfsonl use,—espsly fr slf-instruction, slf-dretion, action on emijness & untrid occasions, & fr conveying ths stors to othr minds; & finaly, in formng good mntl habts, r thos of industry & activty, of concld & xtnsy thinking, of vigrus & impartial invstgation, of bold yt cautius projection & planng, & of cool & dlibrt jujnnt.

4. The fourth dpartmnt of a jnrl education, is that which is justly cald ORNMNTL. This implis mntl tast & imajnation. It is foundd on the intrnl snss of buty & dformty, of harmony & discord, of congruty & novlty, of sublimty & grandur. It includs the nolj & practs of *the fine & librl arts*; of esy, elegnt & polshd manrs, r such as ar primrly agreeabl to humn natur; of the comm, inosnt & desnt fashons of enlitnd sosiety; of plsnt convrsational acmplshmnts; & also of polit litrtur, cald by the Frnch, *bltr*. Its chef objcs ar,—a vrtuous privt entrtnmnt & recreation, & sosl usfulns & enjoymnt, among elevtd & rfind pepl. It thrfor givs gras & buty, esisnsy & glory, to al the othr dpartmnts of education, & the last drs & finish to a usful & wrthy carctr.

At ths sprat dpartmnts of a jnrl education, shud b, in fit proportions, in evry staj of progrs from erly infnsy to manhood, carid onwrd togthr. This sntmnt ma aper stranj to som, but propr rflctiion wil undoubtly manfst its corects.

Afrt thus introducing the jnrl subjet, I wil prosed to considr, in propr ordr, *the four distinct stajs* of a jnrl education, bginng with

The Infnt Staj.

This I shl considr & tret of as xndng from brth to the aj of fiv yers,—the most ductl & rsipient staj, & of cors the most consqntial & importnt, of humn lif. Just as the twig is bnt the tres inclind. It is howvr sadly ngletd by the pepl in jnrl, & lft almost entirly to aedntl ocurrns. It seems to b the chef objct with parnts, durng this moldng aj of thr children, to hav thm, accordng to old customs, fd & clothd, gardd & entrtnand, & rstd whn sik, without ons considrng thm propr subjes of a rgulr systm & daly cors of varius education, carid forwrd by varius propr & esisnt mens. This is a grat & ruinus err, going far toards obstructng the improvmnt & elvation of mnkind. This staj, howvr, shud b entirly of domste consrn, in cas parnts can thmslvs pa propr atn to thr children. Whn this is out of thr powr, thr education

shud b, by the parnts, trustd to such rsponsbl & qualifid prsns as ar most likely to prform the parntl duts with the afction, spirt & fidlty of parnts. This jnrl statmnt, howvr, shud b subjet to tw xptions:—First, the Stat shud frnsh parnts, havng child r chldrn at any aj undr fiv, *at cost* to thos ho can prchas, & *without cost* to thos ho canot, with an *Infnt Scol Bok*, prpard as wl as ma b fr its objcs, & dpostd with Town Bords of Education, *consistng of tw parts*—1. Plain instructions to parnts, espesly mothrs & othr nrss, rspectng the bst mthods of infnt education, whthr physcl, morl, intlcual, r ornmntl.—2. A complet systm of plain, esy, familar instructions, to b as much as posbl lik propr orl instructions fr chldrn, which shud b adminstrd & xpland orly by parnts & thr asistnts, closng with the alphbt.—The scond xption is, that the orijnl r fostr parnts, on prsntng any child, about of sd aj, to the sd Town Bord, educatd physcl, morl, mntly & ornmntly, acording to the instructions to parnts & thr litl chldrn, contand in difrnt parts of sd Infnt Scol Bok, shud rsev som premium, r tokn of rspt, as an enerjmnt to propr infnt education. This plan, howyr *novl*, r somthng lik it, must b carid into efct, bfor we can resnbly xpt to se any radel r grat improvmnt of mnkind.

A str saing ths fw thngs on this Infnt Staj, I must now, fr the prsnt, quit it, & prosed to the scond, r

Primry Staj of Education.

Hre, in ordr to sho the grat nssty of a radel improvmnt, I must b alowd to tl a tru, tho unlcom tal, rspectng our comm scols in jnrl, as they now xist.

As far as I kno, tw only of the sd four dpartmnts of education, howvr importnt the whol, hav evr bn asind to the comm scols; *I mean the mntl & the morl*. The othr tw hav bn lft out of the acount. But evn in the primry staj & branchs of ths tw dpartmnts, it is a wl knon fact, & is becomng a fact jnrlly ak-noljd, that ths scols hav not accomplshd the objcs intnded, nr rmu-nratd the vast xpns incrd, nr justly ernd the prass bstod. Evn the mntl improvmnts, made solly by thr mens, hav not bn a moiety of what they shud hav bn. But in the provns of morls, manrs, & jnrl sivilzation, they hav, on a jnrl avrj, don no good, but much evl. They hav causd not a blank merly, but a blot. On the suposition that crt morl sntmnts wr alwas inculcatd &

xmplfid by the techrs, (which, howvr, is far from being the fact,) yt the unsivil & visus scolrs wud hav an ovrbalnsng influens.—Evl comuncations erupt good manrs. The harts & caretrs of childrn, freely asosiatng, do, lik dfrrnt fluids, amalgmat & sek a lvl. The wa of vis is down-hil, & its progrs esy & rapd. Whil pasng in unwatchd & unrstrand compny, to & from scol, at resss, & intrmisons, they practs on ech othrs harts the natv & irsistbl eloqns of felng, propnsty & pason. Thus one naty child dmorlizs mn. This vitiatng tndnsy of most of our comm scols, mor thn balnss al thr intletul prost. Bsids, they hav stod in the wa of the du qualfcation of parnts, the naturl rulrs & techrs of thr own childrn. Parnts hav lend on thm, & of cors hav ngletd to incies & aply thr own prprations, to instruct thr famls in litrtur & siens, as they do in othr & mor esntial matrs of a primry jnrl education. I dout indeed whthr ths scols hav don any mor for sosietys, thn parnts of purtanc & rpublen east wud hav don without thm. At least, they hav takn mor from good morls & real wrth of caretr, thn they hav repad in mntl cultvation. They thrfor hav produsd no real nt prost. Numrus facs in this cas, to which I hav bn an y r er witns, from rspect to yur dlesy, I must not stat. They ar gros, horid & apalng. I wish yu mit kno thm, but yu canot.

Parnts of Nw Englnd orjn, in ths das of incresng liht & im-prvmnt, wud, without ths scols, hav scurd to 'hr postrty mor valubl nolj—mor vrtu—mor solid wrth—mor real qualfcation & prpration fr the mantnns, enjoymnt & prptuty of sivil librrty & fre insttutions. I kno this is hard doctrn, aftr considrng what objcs of xpns, of prid & pras, ths scols hav bn. But ther is no xtrcating ourslus from it. We ma now, as wl as evr, meet it in al its glong truth. Unblef, & consqntnnt procrastnation, wil not dminish the evls. They wil doutls incres til a radel cure b aplid.

Ther ar mnj mor bad thngs in the old systm of comm scols, which I can now but hint at. They dstroy much comfrt, hlth, & evn lif, as wl as the good manrs & morls, of our der & prom-sng childrn! I culd tl yu sad stors on al ths points, shud I atmt it. But I forbar.

Ths scols *confin* childrn, esp ply the yung, quite too long in a da. This is an imns & prolific evl.—They wast much prsus tim,—som by travl,—much by unimprovng, if not vitiatng compny,—& mor by the nssry intruptions of havng, at ons, so mnj

dfrnt clases & objcs of atntion in one scol-rom, rndrng it a *Babl*, r, rathr, a *Bdlm*? By this mens alou, quite one haf of ech pupls tim is lost,—& that, too, without implying any falt in techrs, scolrs, r scol-houss, *but only in the badns of the old system*. This part of the tim spnt in scol is, howvr, indeed *vers thn lost*: Fr habts of mntl instabilty & dispation,—of incohernt & imtur thinkng, ar aquird, which ar li: bl to b carid thro lif.—And ho indeed culd xpc it to b othrwis, without a radcl altration & improvmnt in the intrnl constitution & construction of the scols? It is xtremly dscult fr prsns of matur aj, (& of cors much mor so fr unstabl childrn,) to fix thr minds on any subjet, & prsu it to advantj, amidst so mny distractng & confounding objcs. Had I a dsposition to sport within the atmospher of so serius a subjet, I culd gv yu a record of a larj comm scol durng a singl da, r prhaps an *our* wud be enugh. But by sutbl retrospection, yu al probbly can sufisntly realiz the pross of confuson.—Much of the rideul, bstod by som travlrs on som scols in som forn cuntrs, yu wud doutls feel to b justly du to ours.

Ther is, also, *a grat dfisnsy in the quantity of this instruction*. Supos a scol conssts of forty-fiv scolrs, a numbr not far from the jnrl avrj in Nw Englnd; supos also that the hol of the dsgnatd six ours in a da ar spnt in scol, *ther can b but eit minuts dvoit xclusvly to ech scolr*; & if the scol conssts of ninty scolrs, but four minuts. Ther ma b, I aknolj, much gand with rspct to tim by judisus clasfcation. But stil, is it truly the dictat of resn, to la out such grat xpns fr so smal an objct? The wl-qualifid mothr, bsids prformng hr hol das wrk, culd gv hr childrn, at hom, *mny times* this quantity of instruction.—*& that too fre of the wast of tim & morls*, & the mny othr evls of the comm scols. What husbndmn wud snd his sons off his farm, at the xpns of a das tim & othr proprrty bsids, to rsev *eit minuts*—r evn *eit times eit*—of instruction at husbndry, whn in fact he culd tech thm as wl r btr, without xpns, at hom, & enjoy thr labr & society bsids?—And what mothr wud tret hr dautrs so in rlation to cooking, swng, r daryng? Why then shud thes parnts do so, r wrs, in rlation to redng, ritng, spelng, arithmte, r any thng els which they r othr mmbrs of the famly kno, & can tech at hom, from mind, r from practs, r evn from boks?

But *ther is lak of quality*, as wl as quantity of instruction. The natur of the difrnt subjc is not, by plain & familir orl xplana-

tions sufisntly unsold, nr ar thr dsfrnt parts prsntd in concoction. Usful nolj is not so transfrd from the mind of the techr to that of the pupl, nr stord awa ther so ordry, as it shud b fr futur occasnl use, nr rndrd duly practcl.

Ther is grat & ruinus *want of ord*r in ths scols, & evr must b, til ther shl b a vry grat chanj in thr vry constitution. It is vain to xpet that a stranjr, & prhaps a vry yung & inxprisenrd one also, in the short trm of in r fisten weks, r somtims a fw mor, six r svn ours in a da—the rmandr of the tim, including the sabths also, being undr dsfrnt & prhaps oposit influens—with no mens but wrds & corprl punshmt, shud b abl to caus from thity to a hundrd children & wawrd yuth, coming from som twnty r thirty dsfrnt govrnmnts, r no govrmnt at al, quietly to rsin thr formr & long establsd customs, felngs & habts, & kindly unite, & continu harmonius, undr this nw techrs nw & prhaps caprisus & tyrancl govrmnt. But shud one techr sucesd, the nxt ho coms into his plas ma st up anothr, & posbly a vry dsfrnt govrmnt, & that without any altration fr the btr. Thus, as thngs hav bn, providd ther is no othr dfeulty, this frequnt chanj of techrs, & consqntly of govrnmnts, wud prvnt any thng lik du ord. Parnts, if they ples, can esly govrn thr own children ; but ths yung, tmprry, & evr chanjng techrs, canot ; & *in prsnt srcumstancess ol not to b rquird to do it.* Any govrmnt, that it ma b efisnt & salutry, shud not only b equtbl, but as prmnnt as posbl, that customs & habts agreng thrto ma b formd & rman undstrbd. Ostn is the govrmnt of a scol, whthr good r bad, rsistd by parnts, r children, r both. A stat of warfar of cors ensus, & not unsfrequently insult, & somtims evn asalt & batl, ar the dolful rsults. This is an imns evl, & cansl much of the good which mit othrwis b drivd from the comon scols.

Som hav suposd me unfrndly to ths scols. As they hav bn, I aknolj the charj. But lt thm becom so improvd that they wil fulfil the dsins of parnts, patriots & phlanthropsts in the establsmnt of thm; lt thm balns wl parntl dsfnsy & ngljns—*thr only lgitmt objcs*; lt thr prost b equl at least to thr xpns; lt thm, of & by thmslvs, without privt scols, hi scols, sct scols & acadms, produs a good & sufisnt comm education, jnrl intljns & vrtu—the chef suports of fre rpublen prinspls & institutions;—& then truly I wil apresiat thm, & aknolj thr wrth, & nrs thm with parntl solistud & fidlty. But lt us not suport a brd to pik

out the ys of librty, r a vigr to poisn hr vry lsf-blod. Lt not the gloriis tre of librty b shatrd into tn thousnd shivrs by implmnts formd of its own llims, & usd by strngth drivd from its own frnts. *Lt ther b no librty*, by any mens, fr ignrns & vis to nok awa the vry pilrs of al tru & dsirbl librty. To ths sntmnts I am sur yu canot objct.

Ther is manfstly, in som sctions of our cuntry, a *jnrl sntmnt* prvalng, that the compn scols ar vry dfisnt & incomptnt fr the fulfilmnt of thr orijnl & jnrl dsin. I am sur this canot b dsputd, whn yu considr the vast xpns laid out by thos ho ar abl, among the most enlitnd, fr the education of thr childrn in varius privt institutions, of mny dfrnt kinds, & forms, & grads. This fact speks xitng & unquivocl languj on the subjet, & shos me to b not entirly wild & eroneus in my vws.

In this aj of maturity & liht, vry mny of our matrs & thngs ned to b ovrhald & fathfully xamnd, with rspt to thr naturs, rlations, & adaptation to thr ends. An invstgation sufisntly xtnsy & thru, of our educationl asars, wud doutls rvel the nssty & se-sblns of much chanj & amndmnt. Soon aftr brstng from the toms of the dark ajs, they cam from Urop, with our purtane an-sstrs, *infnl & unformd*. Amidst the strong prsr of othr consrns, they hav bn kpt so hre, r rathr in a dwarfsh stat, as somthng that wud possbly do fr the prsnt. This has bn ocasond by the infnsy of our cuntry, the want of propr liht, the influens of tradition & custom, the egr prsut of othr objcs, & mor thn al, perhaps, by the grat & increasng dsproportion btwen our librts & our vrtu, our enrjs & our wisdom. Of lat, howvr, the hol sivil-izd wrld, includng of cors our yung & entrprisng cuntry, has semd to b rousd from its slumbr, & thron into a stat of ajtation, inquiry & xprmntng on this momntus subjet. Can al this b fr nothng? Somthng to elvat & improv our ras, & gratly to bls the nations, wil ultmty b brot forth. Sonr r latr a grat educationl rform wil doutls b the rsult. Som brod & jnrl systm, contanng radel & vast improvmnts with rspt to the xtnson of education, to the es & rapidty of its aqusition, to the unitd & unmbarsd prsut of its varius dpartmnts, branchs & dgres, & to the grat increas of its strng wrth,—such a systm inded as our cuntry & the wrld ned & ar ernstly looking fr, ma ere long b made manfst. But whn? wher? & by hom? such a systm wil b invntd, provd & promulgatd, ar qstions yt to b std. Ho knos, inded,

but our country ma yt ern & rsev this dstingushd onr? Afr so mnny discovris & improvmnts hav bn made by our sitzns, we ot not alwas herastr, as hertofor, tr evry grat improvmnt in education, to drct al our xpcations tords Urop. Posbly som star ma yt aper in the Wst, to enlitn, to gid, to cher, & to bls mnkind.

Any vigrus msrs to crct the errs & suply the dfisnss in our usul mthods of comm education, wud douls xit much prjuds, & aper to mny imprudnt & rash. This is alwas to b xpctd from any encrochmnts upon any old systm, r custom, howvr absrd. The jnrl tmldty wth rgard to any dep probng & thru resrch into the evls in the provns of our education, is inded a sor & blastng calamty. We ar so acustomd to our own falt, that we do not realiz thm as such, & prhaps do evn valu & priz thm, as parts & apndjs of *our own der slvs*. This is a chef & a mity obstruction to evry radcl improvmnt. But it wud b btr fr us, at ons, to tak rank hold of this matr, & prosecut it with enrjy, & not to b a haf-sntry about the nssry wrk of a yer r tw.

¶ Som mterial & awaknng chanj in the consttution, manjmnt & oprations of our comm scols, wud b vry likly, in itslf, to produs much good. Lt the felngs of non then shudr & shrink at the thot of it. The histry of ajs delars, that mntl rutin & samns—*foloing the old bein trak*, durng a long cors of yers & jurations, lulz the powrs of the mind, wekns its springs, contracs its oprations, maks it afriad of al untrid thngs, & prvnts entrpris & crj; of cors, it obstructs al improvmnts, & produs a astonshng imbsilt & inefisnsy. This is tru mor espoly in rlation to education & rlijon,—matrs which hav no rlation to the evr stimlating aptits & daly nssts of mn.

Continuans in any unvaryng cors of srmony r action, hinders mntl opration. Hns, *nssty is the mothr of invention*. Throw the minds evn of childrn & yuth, out of thr old srcl, upon thr cwn resorss, & yu imediatly awakn thr enrjs, & driv thm onwrd to action. Chanj materily the mods of jnrl education, of techng & lrnnng; brak up the old comon scol rutin, its customs & fashons; introdus a nw & mor naturl systm, & yu wil driv awa mntl, morl, & evn physcl stupidty.—produs grat jnrl improvmnt, & oprat on the risng jnration lik jenial showrs upon droopng & parchd vjtation. The want of such chanj is doutls the caus of the imbsilt & dgrdation of the south-estrn Asiates, in comparson with Uropeans. Lik causs produs lik efcs. -B not startld, then,

at the idea of a radcl chanj ; fr, by itslf alon, undr propr manj-mnt, it wud bring to pas much good. The xtra trubl, then, & xpns of chanj, if any, wud by no mens b lost, but nssrly trmnat in rsults of hi-importns in a good jnrl rpublen education. Lt this grand asfir b, by no mens, litly pasd ovr.

Mny & vry laudbl esfrts, both populr & lslatv, hav of lat, in dsfrnt parts of Nw Englnd, bn made to improv the comn scols. But thr good esfcs hav bn tmprry, r vry limtd. Non hav bn sufisntly radcl to cure the dep-rooed malds. They hav had consrn only with som xtrnl & litr matrs, whil the core of the evls has rmand untuehd.

Now, in vw of the wants of the wrld, espesly of this yung, entrprisng & groing nation, I shl endevr to xibt a radcl nw systm of comn, jnrl, & evn a librl & profsonl education, formd on the prinspls of natur & the Bibl, & one conformd, so far as wil comport with the chef objcs of rfrmation, to the preconsptions & convenienss of our sitzns ;—one conformd also, in the sam dgre, to the condition of the Amrcn population, & the jenius of our varius fre & populr institutions.

Hre, then, I la it down as a startng point, & a prlimry doctrn, r position, *that jnrl education, in the Infnt & Primry stags at least, is a domstc & parntl busns.* To prov this, I conclud, is no hard task. The famly mthod of education, was the only naturl & orijnl one, & doults prvald jnrlly & long amongst the ansients. It is now practsd in som parts of the wrld ; & as far as comn primry education is consrnd, it is found comptnt to al sivil prposs, & peculirly condusv to vrtu & intljns, onr & hapns, in comn, privt, sosl lif. In this conction notis the Iselandrs. No pepl on erth, notwithstanding al the evls of thr soil & climt, ar probbly now enjoyng a gratr dgre of that hapns, which naturly flos from thr systm of comn jnrl education.

In establlshng this doctrin, both natur & resn, xperiens & the Bible, ar harmonius.—What is the vois of natur ? Hre I wil ofr a fw qustions to hr dosl childrn, & hr wis & fathful studnts, & thn safly lev them to thr own rflctons.—Ho can b suposd to hav so much of *the vry frst qualfcation* of a good techr—I men *afctiont & onst zel* fr the improvmt of the pupls—as the lovng & blovld parnts hav ? Ho can so esly & so wl tech what they kno, as parnts, mor prticulrly mothrs, from hom the pupls lrnd thr languj, *thr mothr tong* ? Ho can so advantajusly employ so

good assistnts in techng, as parnts, ho usuly hav mor r ls of thm at hand, in eldr childrn, r othr domste inmats, ho ar undr thr imediat inspeccn, influens & control ? Ho hav so good oprtnts as parnts, to sav the tim of childrn on the Sundas, Sabths, r Lords-das, in the evnngs, & in varius daly intrms of othr busns, & so economeley to aply it to the mny dfrnt apropiat branchs of education, r jnrl improvment ? Ho can so esly & so constntly look astr th childrn, & gard thm agnst evry danjr, comn r educationl, *espsoy varius kinds of miseducation*, as parnts, & b so likly to do it afctiontly & fathfuly ? Ho can manj to so good advantj the thousnd dfrnt & namls itms in *the firesid education & the tabl talk* ? As parnts hav naturly the entir control of th childrn, & dspns to thm daly thr nssrs, thr comfrts, & thr varius gratscations, ho can, in any manr, so conveniently, so kindly, & so esctuly dsiplin thm ? From hom wil childrn rsev instrcction, rstrant & crection, with so much mekns, submison & good tmpr, as from th own parnts,—tords hom they xrsis strong naturl afctions,—in hos sosity they hav alwas dwlt,—on hom they dpnd fr th daly sustnns & plsrs,—& hom they constntly recogniz as th bst, if not th only frnds, inssntly felng; spekng & toilng fr th bnft ? Can stranjrs—inxperiensd yuth abov al, evr hav the aknoljd rts, the ful authorty, the sobr dscrtion, the nssry promtngs, gids & gards of intrst & naturl afction—the inumrbl convenienss fr govrnng & techng, fr moldng the carctr of childrn—that parnts hav ? But enough of this.

Xperiens is ne mor silnt on this subjet, thn natur & resn.—How quikly do vry yung childrn, ho wr born creturs of imitation & of education, catch the zel of th parnts consrnng evry thng within th comprhnson ; & how rapdly & thruly do they lrn evry comn matr in which th parnts xrsis thmslvs, & which they with spirt tech thm as chef objcs of intrst & sorss of plsr ! So it is, & evr wil b, with rlation to the dfrnt branchs of litrtur, the arts & sienss, manrs & morls, shud parnts manj with ths as with othr comn matrs of intrst.—But ho ar almost alwas the bst scolrs in the comn scols ? Surely thos ho ar the bst taut & dsplind at hom. I wl kno that myslf, & the othr childrn of the sam famly with me, tho rsding with pepl, evn in thos das, comptrvly litrt, did procur mor of our comn scolrshp at hom, *thn at scol* : And this I blev is vry jnrlly the vois of xperiens.—Tak from the comn scols al that has bn lrnd at hom, r by privt

instruction, & they wud, in aperns, sufr materily. Hns much of *thr* pras has justly blongd to parnts. The famly scol, aftr al the xpns, the pras, & the parad of comn scols, is in fact far the most avalbl. It stil dos, indeed, the main part of what is don fr the jnrl & proftbl erly education of our risng osprng. Ad a litl mor litrtur, a litl mor sientfc & ornmntl lrnng, which culd esly & soon b don, & the domstc scol, *as a comn scol*, wil b alnmost prfct. The vastly importnt afars of physcl, morl, & busns education, includng the hlth, manrs, caretr, habts, & varius othr acomplshmnts fr rspecbl standng in wl-cultvtd sosity—also, economy, the mny arts & trads fr prsnl suport & usulns—ar now, xpt in som xtrem cass, -entrustd, *as they shud b*, to parnts, as the naturl frnds & gardians, suports & gids, techrs & rulrs, of thr own childrn. Tho the grand consrn of good morls, is usually recognisd as an objct of comn schols, & a vastly importnt one also; yt the truth is now, & long has bn, that this matr, so esntial to the safty & wl-being of sosity, is manjd chefly by the combind fors of prntl influns, public sntmnt & comon practs, rathr thn by comon scols. Inded sldom, if evr, is an unsivil & visus child relamd by thos scols; but the manrs & morls of mny hav bn gratly injurd by thm. The fact is, that fw smal childrn can atnd thm long without contamination, r without causng vrtuus & dsceret parnts additionl trubl as to thr bhavir. Almost any of ths prsus litl smnrs, as they ar somtims cald, at thr resss & intrmisons, ar abl to trn out boys, & somtims evn grls too, sufisntly frnshd with impudns & hardihod to insult & anoy stranjrs as they pas; & sufisntly frnshd with impurity & profans, to ofnd, most grevously, the er, & oftn evn the *y*, of dlcsy & vrtu.—Thus the vois of xperins is in favr of the domstc scols.

We hav likwis the vois of the Bibl to suport that of natur, resn, & xperins in favr of the domstc scol; its historc & pre-sptv vois. In the fourth chaptr of Jnss, we ar told, that *Jabl* was the fathr of such as dwlt in tnis, & had catl, that is, he as a fathr taut his sons, & prhaps othr with thm, the shprds, occupations & manr of lif.—Ther we ar told also, that his brothr *JUBL* was the fathr of al such as handld the harp & orgn; r, that he, as a fathr, tat his sons instrumntl musc, & prhaps othr, hos parnts culd not.—In the sixth of Dutronomy it is ritn; The wrds that I comand thee, shal b in thy hart, & thou

shlt tech thm diligntly unto thy childrn, & shlt talk of thm whn hou sitst in thy hous, whn thou walkst by the wa, whn thou ist down, & whn thou risst up. Also in the svnty-eith psalm ; For he establsd a tstmony in Jacob & ,apointd a law in Israel, which he comandd our fathrs, that they shud mak thm knon to thr childrn, that the jnration to com mit kno thm ; ho shud ariz & dclar thm to thr childrn; *that they mit st thr hop in God ; & not forgt the wrks of God ; but kep his comandmnts.* Solomn the Wis, adrstd the childrn & yuth hom he tat, by the afctiont prntl apltions, *My son, her the instructions of thy fathr & frgt not the law of thy mothr ;* her, ye childrn, the instructions of a fathr ; thus gvng a trat in the ansnt family scol. —Lmuls mothr was a domstc techr, & that too of a kng ; & we hav one of hr family scol lsns, prsryd in the Bibl. Timo- thy, from a child, *knw the Holy Scriptnrs ;* & he had, as the resn of this, an xlnt mothr & grandmother, as his techrs. In the Bibl also we find *corction, chastisng, & trannng*, as wl as techng, rquird as parntl duts. Inded, throout, it recogniss govrnng & techng as pcularly parntl busns ; & the domstc scol, & that alon, as the comm scol fr al nssry erly jnrl education.

Now what is the dsison of good comm sns on this subjct ?— We find that the comm scols, evn in Nw Englnd, the most favrbl spot in the wrld to try thm, do not, espesly at this da, ansr the Jsin of thr institution ; nr do they, by any mens, rmunrat thr vast xpns. We find that al thr profst lis within the radmnts of litrtur & siens,—only *one* of the four nssry dpartmnts of education ; & that this, at most, is *but a prsus litl.* And evn from this litl, on account of damj to the physcl, morl, ornmntl & busns dpartmnts, *ther ar hvy & evn overbalnsng drabaks.* Mny long tnd ths scols with litl r no advantj, but on the othr hand, bcom xtremly dsgustd with bok lrnng, & much prjudsd agnst it, by hr dstrsng confinmnt & othr dsgreabls in thr condition at scol ; & also by being oblijd to study subjcs & lsns which they do not andrstand, & in which, of cors, they tak no intrst. Som childrn with good mmrs, & much ambition, xitd by varius mens, do truly, parot-lik, lrn much by rote, & ar notsd & aplaudd as brit scolrs. But xamn thm thruly, & yu wil find that, tho they hav lrnd mny wrds, they hav aquird but fw ideas ; & evn ths ideas ar of litl valu, being thron togthr in caotc mas, dstitut of ordr & unsit fr use. And bsids, aftr al, ths litl mntl stors—so megr, & so

porly aquird & laid up—ar mor thn cansld by postv evls aervng to othr & mor importnt afars in a comm jnrl education.

Astr laing bfor yu this sumry rsptng the comm scols, which hav bn insttuid to suply the dfisnss of the domste scols, & astr shwing yu that natur & resn, xperiens & the Bibl, al gv thr vois in favr of the *family scol*, alow me now to xpostulat a. litl with intstd & wis mn & womn,—with fathrs & mothrs,—with patriots & statsmn,—with philanthrpsts & cristians,—& apel to thr sound jujmnt & thr humane & bnvolnt felngs, & ask thm seriously, whthr they ar wilng to b at such vast xpns of tim & mony, of comfrt & hlth, & *somtims evn of lif*, to suport scols which produs so litl evn of litrry prost?—which vitiat & stupfy thr own chldrn & thos of thr neibrs & frnds?—whn, at the sam tim, mor thn al this litl prost mit, without the xpns & drabaks, esly b rndrd at hom, by a litl mor care, labr & fidelity on the the part of parnts? *Why shud not chldrn*, insdntly, & from da to da, in the intrvls of othr busns, undr the instruction & control of thr parnts, gan al nssry rudmntl lrnng in the comm & importnt branchs of litrtur, art & siens, as wl as in the mor esntial matrs of a jnrl education, which hav a most intmt consrn with the mny rlations, duts, trials & enjoymnts of lif?

But wher do chldrn in fact, asid from the viss & il-bredng aquird at scol, obtan the *chef substns* of that education which forms thr caretr, & rndrs thm what they finaly becom in lif?—The only tru ansr, on a jnrl seal, is, *at hom*, in thr own family & among thr neibrs & asosiats. Wher ar chldrn usuly the safst from vis, & the most liabl to vrtu? *At hom*. Wher wud thr intrmediat & oceasonl manul labrs, fr hlth & prost, b the most convenient & usful? *At hom*, in the family busns, undr the gidns of thr parnts. Wher can nssry & salutry dsplin b the most conveniently xrsisd, b the least public, the bst rsevd & the most avalng? At hom, surely, by thr own afctiont & blovld parnts, *whom chldrn jnrlly kno to b thr bst frnds*. Wher can chldrn gan the fulst & clerst undrstndng of the subjet tat?—*At hom*, by the familir orl instructions & the fre xplanations of the bst qualifid mmbrs of the sam family, & *in the use of the wl undrstod family dialect*. Wher ar chldrn the safst from insult, & from morl & physcl injuris? At hom, most surely. *Why*, then, shud not the *hom scol* embras also, among its othr numrus & weity consrns, the rudmnts of litrtur & siens, such as redng,

the menng & etmolojy of wrds, formng sntnss, ritng, splng & arithmct? Aftre ths ar modrtly aquird, any prsns dsposd to lrn, can obtan the nolj of almost any thng els by redng, obsrvation, convrsation, & rflection,—inded *by self-instruction*. Parnts abl to read, with boks proprrly prprd to aid thm in the busns of orl instruction, without prspctbl embarsmnt in thr othr duts & without the mny evls of the comm scols, euld now at hom tech thr childrn a vast deal mor in the comm nssry branchs of lrnnng, thn is ordnrlly lrnd, at the sam tim, in the comm scols. As to hand-ritng, childrn ho ar naturly imtatr, ned no techng, xpt in pn-makng. Furnsh thm with al nsary apratus, with good samps of al our letrs, both captl & comm, proprrly joind in a fw sntnss, & stimlat thm to the propr use of thr own facults, *al which almost any parnts CAN do*, & thn yu ma safly trust the busns to thr own injnuty. Soon wil they b abl to rit thr own thots; &, thus realizng the valu of the art, they wil ned no othr stimulus to improvmnt. Just the sam ma b sd of drawing, pantng & othr arts & acomplshmnts. With rgard to arithmct, mntl & mnual, & bok-kepng, *with subtl boks*, al ho ar abl to read can instruct thmslvs to any nssry & dsirbl xtnt. The sam is tru also of languj, jeogrphy, histry, & al the othr branchs of usful lrnnng. As to lrnnng r noing the manrs of the wrld, the bst mthod is, to vist & travl with thm, as thr gids & tutrs, as much as yu ar abl. But, if ther b found any importnt articls in the primry staj of this intlctul dpartmnt of a jnrl education, which the pupls canot lrn by boks, r any famly hlp; thn lt the sam b don in this as in the othr comm afars of lif; which is, to obtan hlp in the matr, the nerst, the bst, & the chepst yu can. Why thn, I ask with rdubld confidens, shud not *the hom scol* becom as wl in nam & form, as in fact, *the comm scol*, & as such, rsev al nssry & propr atntion & ljslatv encrjmnt? By this tim it sems yu wil aknolj this doctrin to b sufisntly provd—*That primry education, in every dpartmnt, is inded a domstc & prntl busns.*

The scond prlimnry doctrn is, that sivil govrnmnt *has no occasion r rit* to intrmdl with the educationl afars of famls, *natur*s own comm & *slf-suportng scols*, xpt to provid the nssry fasilts & se that parnts prform thr educationl, as wl as thr othr provisnary duts, to rds thr childrn. If the nssry education fr the onr & bnft of the stat, b obtand, it matrs not wher, nr how. Lt al par-

nts ho wil ras up childrn *properly* fr thmslvs, & fr the stat, njoy prfct librty in *this*, as in *othr* afars of lif. Lt the thots just thron out b duly considrd by al educatrs, whthr parnts r othrs, & by al patrons of education. Why shud govrnmnt tuch that, which alredy, on the frm prinspls of natur, morality & rlijon, is knon to b in good hands, & *doing vry wl?* Aftre the propr fa-silts & encrjmnts shl hav bn frnshd & the nssry suprvision bn institutd, govrnmtl consrn & intrferns shud thn ses. What-evr any famls ar abl & dsposd to do fr thmslvs & thr childrn, fr the stat & the nation, *surely yu shud lt thm do.* The rmaning chef duty of govrnmt then, conssts in lokng up dlinquent pa-rnts, & causng thm by evry nssry & propr indusmnt, to giv thr childrn a nssry jnrl education *in the primry staj*; which phraz, in this systm of education, is oftn substtutd fr that of *comn scols*, & embrass al the sam ljitmt objes.

Aftre laing down the forgong prelmnry obsrvations & doctrins, I wl now beom mor dfnt, & stat & xplan the varius itms in the intgrl consttuton of this peculir systm of jnrl primry education, & bgin with

The Nssry Educationl Authorts of a Stat.

By ordr of the Ljslatur, Lt the Xcuvy institut a *Bord of Education*, consistng of one sutbl mn from ech county, & one othr mn, proprly qualfid from the stat at larj, to b its scrtry; which Bord shud xrsis the educationl authorty of the stat, in al matrs comitd to it. Lt this Stat Bord institut a County Bord of Education in & fr ech county, includng the sd county mmbr of the Stat Bord. Lt this County Bord resev the charj of the publc r stat educationl afars fr its own county, & appoint sutabl Bords of Education in and fr ech town, one membr at least shud b nomnated by the Slet Mn, r any convenient town authorty. This Town Bord shud hav charj of the educationl consrns of its town, & rport anualy to the sd County Bord, & this to the Stat Bord, & this last to the Ljslatur, al thngs rquird, & al that ar importnt. Lt ech of ths authorts b amenbl to its comisonng powr, with riht of apel to the nxt hir, if such ther b.

The Primry Staj substtutd fr Comn Scols.

This staj of education shud li btwen the ajs of fiv & that of sixteen. I hav hre the misfortun of dsagreing by one yer in the

lor limit with the wis & patriotic statsmn & ljslatrs of Masachus-
sts: but the plsr, & confdns also of agreng prfectly, in both
limts, with thos of the grat & entrprsng stat of Nw York, ho
hav of lat yers, paid grat & laudbl atntion to this importnt sub-
ject.—Lt this staj b dvidd into fiv dstnct grads, pasng the last of
which, shud fush the *Primry*, r the *Comn Scol* education,
& entitl any one to the *Primry Dgre*, herastr to b notsd.—Lt
srtscats of advans, from one grad to anothr, any premium r
tokn of rspot fr good lrnng & good bhavir, r the Primry Dgre,
b awardd by the Town Bord of Education, r a Comite throf, on
du & resnbl xamnation of morl charctr, & the nolj of srtin
previously spsfid & rquird boks r subjes.—*Lt the bok, r boks,* (to
b mor particularly dscrbd herastr,) r, if thot bst, *the subjes*,
prpard & prscribd by stat authorty, to b lrnd in the frst grad, b
frnshd to the pupls by the Town Bord, as ner as ma b to the
tim of thr becomng fiv yers of aj; & astrarwrds such as becom ap-
propriat, on pasng xamnation fr the nxt grad.—*Lt the Bible* b
considrd a comm bok fr ech grad, & the nolj of it an objct of
inquiry at ech xamnation.—*Lt proper oportunts & encrmnts* b
afordd to jenus & industry: Thrfor, lt the wa b opn at al
tims fr xamnation with rfrns to advansd standngs, r a premium,
r the Primry Dgre. No matr how soon the fiv spsfid grads, ar
al wl pasd, & duly aknoljd.

The Tretmnt of Dlinqnt Parnts.

Lt such parnts as do not brng forwrd thr childrn sesnblly in
the nolj of the spsfid & rquird boks, r subjes, r branchs of lrn-
ng, prpard & frnshd fr the dfrnt grads, b erly & sufisntly ad-
monshd by the sd Town Bord, & astrarwr, if nssry, lt thm b find
ons, r twis, r thris. Shud al this prov infctul, lt the childrn
of such *irclambl*, & inexcusblly ngljnt & unsathful parnts, & of
thos othrwis incomptnt, b takn from thm, (r togthr with thm,
if thot bst,) *as thos not frnshd with the nssrs of lif*, & b put
into such famls, r othr educationl institutns, as shal provid fr
thm, & proprrly educat thm; being alowd howevr to retrn r to
lev, if they r thr parnts ples, imedtly astrar rseving the sd Primry
Dgre. This prsses tho tryng to the sympaths of humn natur, is
esntial fr the rts & wl-being of the stat.—Al educationl in-
dusinnts r coerson, xpt by parnts, shud ses in rlation to any
child, on pasng rspatly the fiv grads in this staj.

The Jnrl Subject of Scol Dstrcts.

On the Domstc Systm of Education, which mit probbly soon becom the bst posbl, nethr the usul scol-dstres, nr scol-houss, nr techrs, out of the family scol, ar esntialy importnt. *Evry family is naturs own scol dstrct, & slf-suportng scol*, fr jnrl education in the Infnt & Primry Stajs surely, if not in the Clasic & Profsonl. Evry dwlng of mn, r plas of sosal, busns shud b a scol-hous. Evry prson ho knos any thng valuabl, & can comuncat with othrs, r to othrs, shud b a techr. Any bok containing valuabl nolj, espesly the bok of natur, the bok of Dvin Prov-dns, the bok of xperiens, & the bok of Dvin Rvlation ; but mor espesly evry parnt r othr techrs hart & mind & tong, shud b a scol-bok. Now is not this planly the dictat of natur & the Bibl too ?

But if a numbr of parnts, conveniently locatd, chos to hav othr prsons thn thmslvs, thr inmats r neibr, tech thr childrn srtin spsfid articls, in a jnrl education, fr subsqunt lif ; then, lt as mny as ar so inclind, (fr we lik to chos our own compny in educationl, as wl as in rlijus, & othr sosal matrs,) unit, fr the prpos of rntng, buyng, r bildng, propr scol rom r roms, & fr employing such techrs as they ples, taxng thmslvs fr ths objcs as shal b most agreeabl to the compny, al undr som jnrl law of the stat, adaptd to the cas.—Thus yu se that I wud hav no scol-dstrcts, but thos of the famly, & *the voluntary asosiation*.

Scol-Houss & thr Aprtnnss.

At the opnng of this subjet, I apriz of thre thngs : 1. I mak grat inovnons upon the formr & evn the improvd fasons ; being ld to this fr the prpos of dstroyng som of the most ruinus evls of the comm scols. 2. The plan hre laid down, is dsind to acomodat dstrcts, formd acording to old & xistng laws, as wl as thos of the sd voluntary asosiations. 3. Any rom capbl of being proprrly lited, warmd, & vntlatd, & is larj enugh to acomdat one clas at a tim, whthr it b nomnly a scol-hous, r part of one, a rom in a privt dwlng hous, one fr rlijus wrshp & instruction, any hal, r town-hous, r othr bildng without any spsl r considrbl fitng up, wil ansr al esntial prposs fr any scol. No seats but movbl chars ar nssry. No dsks r tabls fr ritng ar vry importnt, xpt larj slats, hld by the lft hand & arm, which wil tolrbly wl ansr fr a ritng tabl, fr a blak-bord, & fr tmprry

ritng & drawing. Hns no vry grat xpns of any sort fr a scol is *absolutely cald fr.*—But if a scol dstrict formd by law, r by chois, wish to hav a hous bilt & ftd in the most convenient manr, fr prpss of education alon ; thn lt the foloing sujstions b rgardd :

Such scol-hous shud b of one story ; b locatd in as rtird, plsnt & hlthful a situation as possbl ; b eit fet, r mor at plsr btwn flors ; b prtitiond into as mny dstdct roms, as ther ar to b dstdct clses in it at ons, & ech rom b of siz sufisnt to asford *from nin to twlv squar fet of area* to ech prsn of its one clas. Thrsr to accomdat a scol of one hundrd scolrs, at a tim, the hous shud contain from nin to twlv hundrd fet of area, & b shapd on the ground in manr most sutbl fr the dsind numbr of roms.—On the prinspl of orl instruction, most of the tim, with r without propr productv simultaneus handcraft, one techr, r an asistnt, can instruct in one rom, at ons, a clas as larj as can com within convenient dstns fr heng, which is the only nssry limt to the numbr.—The windos shud b short & in plnty at the top of the roms ; proprrly prpard fr vntlation, & frnished with crtns on the sid xposd to the sun.—The flors shud b of hard wod, lvl, & plasd frmly on ground rasd by brokn ston, r pbls, cors gravl, r cla, r al togthr, *that they ma b unsoundng.* The partitions shud b as solid, & imprvius to sound as ma b ; wl prhaps, if bilt of briks & mortr. Ther shud howvr b a naro slid dor in ech prtition, btwen the seats of the techr & his asistnts in the dfrnt roms, fr thr use only, containng at top a smal swng windo with a shutr, that the techr & his hlprs ma comuncat with ech othr any momnt, & that the prinspl ma at his plsur, se, r se & her, al that ma b pasng in any rom, r entr any rom, r without leving his plas, gv instruction to any clas, r, at ons, to the hol scol.—Ther shud b an outsid dor at one end of the garet fr the admison of fuel, & a comuncation from sd rom to ech scol-rom, ner the stov r frns.—Ther shud b tw naro outsid dors to ech rom, fr the pasj of one prsn only at a tim, one fr mals, the othr fr femals. Lt the roms b warmd & vntlatd, whn nssry, with warm air fron a stov r frns, sunk in the flor, clos by the partition wal btwen the roms, r undr, r in it, havng a stop conveyns of xtrnl air, & sndng off the smok by pip r flu, & conveyng heat & frsh warm air by propr conductrs, plasd ethr undr the flor r in the wals, r in the angi btwen thm. Ther shud also b pasjs fr col air bsids the windos,

plasd in the outsid wals, neir the flor, to b usd whn nssry, esps-ly in sumr.—Prpration shud b mad ner the seat of ech pupl fr the neat & convenient dpost of xtra clothng.—The evap-ration of clen watr in a scol rom, is an advantj to hlth & com-frt.—It is dsirbl, that ech clas shud b acomdatd ner its rom with a shade r bowr, fr use in vry warm wthr.—I sa nothng of pla, r pla-thngs, r pla-grounds; beas it is no part of this sys-tm to confin childrn long enough at ons in the presincs r atmos-pher of scol, to ned thm. If it wr othrwis, they wud b indspns-bl. Ther is howevr, much xrsis, dvrson & recreation providd in the vry scol busns. If possibl, lt no tw r mor pupls b to-gthir out of the prsns of the techr, r som one of his trusty assit-nts.—Fr the sivilzng influns, & the plsnt asosiations, lt the scol-roms b as clen, elgnt, & agrebl as posbl.—Lt the scol-hous with al its aprtnss, b, durng his ocupnsy, the techrs real r rnt-d proprrty, his ofis, his hom, & indeed, as far as posbl, his loj-ng & bordng plas.—Or if he hav a famly, which shud jnrly b the cas, lt his dweling plas, his out bildngs, & his gardns b connectd with the scol-hous.—Evry scol-hous shud hav a bl & a clok.

Frntur fr Scol Roms.

The seats shud b movbl chars, proprrly variabl in siz, prpard to b esy in the seat, & to suport the lor part of the bak & the elbos. The techr & ech pupl shud b alowd a singl movbl ris-& fal dsk, suportd by tw brod end suports, concetd at top by a bok-shlf, & belo, by one r tw inclininng fotstols; havng prpra-tion to fasn it with runng cords, r othrwis, at any hiht agreabl to the occupnt, sitng r standug; havng an area of about four r fiv squar fet, being a litl inclind toards the occupnt, xpt a sw inchs on the bak sid to acomodat boks & stationry, avijng about fiv inchs in dpth. If agreabl to the authorty of the scol, & the techr, lt ech establshmnt fr a singl scolr, b enclosd with latrl crtns r screns, that, at the plsr of the techr, r of the pupl, the latr ma b, at any tim, partialy r wholly clostd. Such a dsk with its aprtnss, fr ech pupl in the domste, as wl as in the dstrct r assiatd scol, to b his r hr own proprrty, sntr of intrst, & hom, wud contribut grately to the promotion of litrtur, siens, good morls, & hapins in the famly sircl. Mny ours, ech wek, wud probbly b spnt at such dsk, by thr ownrs, wher ar thr

boks, paprs & plsnt thngs, which ours wud b othrwis wastd r wrs. Fr the good of mnkind, I bg of parnts & othrs, that this sujstion mit not b dsrgärd. Evry scol rom shud b suplid with a suitbl library, both fr techr & scolrs, & a cabnt of curiosts, & with othr convenient scol apratus. Fr al artcls of frntur the techr shud b mad responsbl. Mny resns fr al that is undr this hd, without frthr prticularty, can probbly b esly undrstod & realizd. I thrsfor now ley the subjet of scol-houss & thr frntur.

The Qualfcations & Busns of Profsonl Techrs.

The frst quality of a good techr, is lov to the busns of his profson, of cors a lov to childrn & the risng yuth, aproching tords that of parnts ; r that kind, tndr & strong afction fr them, which parnts poss, as far as the natur of the cas wil allow. The scond is good earetr, foundd on corect morl prinspls, *produsng good habits of action & a stabl slf govrnmt.* The thrd is a good mntl consttution, embrasng much pronn to sosbility, care & ordr. The forth is a thru nolj of evry subjet he is rquird to tech ; r such a nolj as wil enabl one to tech & xplan it orly in an esy & familir manr, & to ilustrat & xemplify it, as much as is rquisit, to mak it fuly undrstod by the pupls ; & also to do it attrctvly & in good ordr ; & thus to transfus, from txt-bok r mind al the chef matrs of such subjet farly, & ordrl, into the mind & hart & sol of the lrnrs. This alon is wrthy to b cald techng. Ths qualfcations rndr a prsn, as Paul xpreses it, “*apt to tech,*” & wrthy of the aprobation, confdns, & rmunrations of a Profsonl Techr.

As to the govrnmt of pupls in this Primry Staj, espsly those undr the aj of tn r elvn yers, it is difcult to dsid, mor prticulrly in scols not entirly domste. & prntl. But, on the hol, I am, aftr much xperiens, obsrvation, & rfction, rathr inclind to the foloing cors :—Lt the Stat provid a Primry Techrs Manul, containng much fr his r hr instruction & gids as a techr ; & also, som plain fundmrtl laws r ruls fr the rgulation of scols, to b plasd in the hands of eeh techr, aftr pasng xamination & rsevng a srtifcat of du qualfcation. Lt techrs stat & xplan ths ruls, use al just efrts to prsuad the pupls to conform to thm, & administr propr advis, rprof & admonition ; *but not inflict corporeal punshmnt,* which, as we hav sen, by the dictats of natr

& the Bibl, blongs xclusvly to real r substtud parnts. Lt techrs promtly rport dsobedient & obstnt childrn to thos ho hav the laful control of thm, & if not rdusd to authrizd scol rgulations, lt thm b xpld by ordr of the sd Town Bord, r a comite throf. Ther has alwas ben grat trubl & alwas wil b, atndng the dlgation of dscrtionry athorty to punsh corprly to any prsns, ho hav not the ful & aknoljd prntl care & manjmnt, r control of childrn. This dlgation, as it is entirly contrry to the ordr of natur & the Bibl, had btr b dscontinud. But, acordng to the provisons of this systm, ther wud probbly b sldom any ocason fr this kind of punshmnt, r of any othr indeed ; the tmations & chanss fr wilful dsobediens being almost non at al. The finr & mor elevtd felngs of mnkind, endowd with curiosty & made fr education, hav orijnlly a strong propnsty to nolj, & ar peculirly intrstd with its propr sosial comunication ; mor prticulrly whn unitd at the sam tim with esy, plsnt & proftbl handcraft. Kep aliv ths nobl felngs, & my wrd fr it, yu wil scarsly se ocason evn fr rebuk. But in the sacrd & dlcet busns of techng & lrnnng, avoid *at any rate*, al jadng fatig, al want of plsrt & intrst, al mntl dspanion, dsgust & vacuity, as yu wud the poisn of asps, the pstifrus brez, & the inspient & unalarmng chil of deth !

Formation of Scols undr this Systm.

Fr the sak of acomdation, I hre la down four dsfrnt plans ; al of which contan som of the chef advantjs of this systm ; the thrd of which, I considr the bst, & the forth the wrst. 1. Lt the pupls of an asosiatiad r othr scol-dstrct, btwen the ajs of fiv & sixteen, b dvidd acordng to thr standng in education, into thre dstnct clases ; any one being liabl aftrwrd, as ocason shl rquir, to b put into anothr clas. Lt the loest clas atnd alon with the techr about tw & a haf ours in the mornng ; the nxt hir about thre & a haf ours in the aftrnnon, & the hiest about thre & a haf ours, r a litl mor, in the evnng ; ech clas by itslf alon, to rsev, on only one subjcet at ons, *orl instructions*, most of the tim of the sson, in union with propr hand-labr ; the rmndr of the sam sson being dvotd to manual lrning, r that rquirng the hand, r prhaps also, the stedy atntion of the y, such as redng, ritng, drawing, paintng, musc, &c. Thos not dsposd to othr wrk, ma insted throf, whil rsevng oral instructions, use mens

to improv thr hand ritng, r drawing, r, at lest, tak minuts of sd instructions as they ar gvn. This aranjmnt is fr thos scols which can hav but one scol rom: & the techr neds not com-plan, fr it wud kep him on duty only about tn ours a da; no vry long term fr good wajs. The short tim hre asind to ech da, is quite long enough in a da to avoid irksomns & dsgust, thos ruinus evls in the comm scols. And I am fuly contdnt, from both resn & xprmnt, that it wil, ultmtly, produs mor & btr lrnng thn the old trm of six ours in a da. It wud also sav the pupls from the chef usul mens of morl corruption. What an imns savng then, both of tim & vrtu; & what an xpnsv & pr-nisus err is hre crctd! The rmandr of the pupls tim, which has ben spnt, to varius & vast damj, in the scol prisn, shud b spnt in labr, lrnng, r recreation, r al, undr the drction of thr parnts.

2. Shud any prfr it, lt tw contiguus roms b prpard & the tw loest class atnd in the morning, ech in its own rom, & tary as long as convenient without intrmison, ress, r too grat fatig; the techr being alowd, as cftn as ons a month, to slct from the scol an asistnt to tech one of ths clases, ech da during the tim of its sson, ho wud hav oportunty to rvw formr studz, & that in the bstst manr, also to aquir practcly the importnt & valuabl art of techng, both which advantjs wud b ampl compnsation. Ths class shud, at the propr tim, go hom, silnly & sivly. In the afstrnon the hiest clas shud asmbld with the techr in one of the roms, & without ress, tary as long as xpedit, r agreed upon. R,

3. If mor agreabl, the scol ma b dvidd into four class, the tw loer atndng in the fornon, and the tw hir in the afstrnon, rquirng an asistnt both parts of the da. On ethr of the tw last namd plans, ther mit b an evnng sson of the eldr scolrs fr music, r othr lrnng. Musc, both vocl & instrumntl, both sacrd & fstv, in evry scol & famly, shud by al mens b cultivatd. By rlxng & cherng the mind, and thus banshng fatig from the body, it wud emnntly prpar both fr mor laborius duts. It wud also contribut much to sivilzation, rfinmnt of manrs, & morl improvmnt. Then, surely, as an artcl of comm education it shud rsev much mor atntion & patronj than has bn usul.

But if non of the forgong plans b demd wrthy of adoption, then—4. Lt al the pupls atnd at ons, during the usual six ours in a da, & as mny contiguus roms b providd, as ther shud b

class, & an asistnt fr ech rom, xpt that of the prinspl techr. This plan, tho it embrass som chef advantjs of this systm ovr the comm scols, yt it stl rtans thre of thr grand evls ; namly : 1. The grat & unssry xpus ; 2. The dstrsng werns of too long confinmmt ; & 3. The vltiatng tndnsy & esct of intrmisons, resss, & othr oprtunts asfordd fr the pupls, without propr supervisor, cthr by parnts r techrs, to comingl, to corrupt, & othrwis injr ech othr. Lt ths evls, espesly the tw last, in any nw r improvrd systm of education, by any & al means, as *xtremly* injurius, rsev a rmdy.

Propr Mthods of Instruction.

Lt the techr tak his plas in his rom, with his one clas, al havng thr propr wrk, & comuncat to thm *orly*, to al at ons, in du ordr, with r without txt-bok, the subjet in hand ; using ussry mens of illustration, such as diagrms, maps, &c. ; xplanng evry thng fuly & famillry in cret & intlbl languj, al in a manr as plnt & as intrstng as posbl ; intrsprsng mny qustions, to tst the pupls atntion, & thr nolj of the subjet ; & encurjng thm to ask mny qustions fr frthr infprmation & xposition. Lt languj, at least the menng & etymolojy of wrds, b erly & abundntly tat, that the lrnrs ma hav, whil yung, a convenient rsptcl r stor-hous of nolj, & a propr medium of comuncaing it to othrs. This erly atention to languj has ben stranjly ngletd, & to no chep rate ; as tstd by my own dolful xperiens.

Manul lrnnng shud fr the sak, both of dvrson & improvmnt, b occasonly atndd to, at ech sson of a clas ; such as redng, ritng, drawing, &c. At such tims, the othr manul busns must b laid asid. Lt ech in trn, read a pasj from som bok in the herno & fr the atntion, cf the hol clas.—Lt no sntns, phras, r wrd pas without being wl undrstod in rdng, r in any othr xrsis.—Lt the lrnrs as they prosed onwrd in thr cors of education, use ther lrnnng much ; frst, in the xtmpraneus formation of sntnss, contanng srtn wrds. This produss many good thngs ; but espesly, it tsts thr nolj of sd wrds ; scondly, in fre convrsations & dbats ; thrdly, in ritng composition ; forthly, in teching to othrs what they thmslvs kno. This mthod of prosedur with chldrn has imns advantjs, which I canot sta now to spsfy.—Musc shud resev som atntion, mor r ls at ech sson of a clas.

The Scol-Boks that ar nssry undr this Systm.

Nethr spelng nr redng boks, as such, ned b usd ; any boks, on propr subjes, ansrng evry importnt prpos fr both, with one smal xption howvr with rgard to ech ; as, 1. Ther shud b insrted in the frst grad-bok, in this primry staj of lrnng, about 30 lsons, esy & progrsv, fr thos comnsng the art of redng.—2. In the thrd grad-bok in conection with mny othr comm splng-bok matrs, ther shud b plasd a complet catalog of our wrds simlr in sound, but disimlr in orthogrphy & signfication ; also, of thos alik in orthogrphy, but unlik in sound & menng. This xption is occasond by a vry inconvenient & injurius trat in the caretr of our languj, which in this rspt grately neds a rsrmation.—N. B. In not makng ths xptions on a formr public ocason, I was inadvrntly in err.

In this staj, no gramr-boks shud b usd xpt short & simpl compnd, dsind chefly not fr pupls, but fr parnts & othr techrs, as aids in orl instructions.—A complet seres of boks fr this primry staj of education, includng a techrs manual, fr his own privt use, al as wl fitd fr the objct as posbl, subjet howvr to rvision & improvmnt, as xperiens & incresng liht ma dictat, one volum r mor fr ech grad, shud b sletd r compild, & frnshd to the County Dpostrs, & by thm to thos of the Towns, by Stat Authorty, as cheply to prchrs as posbl, & gratuitusly to thos unabl to prchas, one copy to ech child capbl of lrnng in any of the fiv Primry Grads. Ths boks shud contain al the nolj, xpt from the Bibl & othr comm sorss, absolutly rquird by sd Stat Authorty, & a dscription of the morl sntmnts & caretr rquist fr advansd standng, fr a premium, r a primry dgre.—In adition to the Stat grad-bok r boks, & in conection therwith, othr boks on the sm subjet, chosn by parnts r pupls, ma rsev atntion.—Lt othr varius & importnt afars in a good jnrl primry education, bsids the comm litrtur & siens ; I mean such as manrs, the consrns of hlth, the formation of habts, dfrnt meancr arts, husbndry and houswifry, & the mor comm & promnnt matrs in our stat & nationl govrmnts, as far as ma b, & contand in sd seres of primry boks. Al this surely is a dictat of wisdom, & its lak is a grand dfalt in our usual comm education.

Havng now sd what I hav demd nssry on that staj of education cald primry, dsind in this systm to covr the ground of the

old & prvalng comm scols, I now prosed to the nxt staj in a nssry, jnrl, & librl education fr a Stat r a Nation, which is

The Clasc Staj.

This is asind as a substitut fr the formr & usual Acadmc & Colejiat cors, without intrferring with any xistng systms r instituions of lrnng, & to allow the sam to femals. Atntion to al r any of its parts, shud b lft optionl with parnts & thos childrn ho hav obtand the primry dgre. The stat, howvr, shud afford to this staj, fasilts & encrjmnts somewhat as folos:—Lt the County Bord of Education institut in & fr its own county, *a County Colj*, & in som eljbl spot, provid sutbl rom r roms, fr its librry & othr educationl apratus, fr its dpository of boks fr the four dfrnt stajs of lrnng, fr lctur instructions, & fr rgulr publc xamnations; bnt non fr the residns of studnts. This Bord shud appoint propr prsons to lctur on srtn spsfid subjes in this & the nxt hir staj, & xamin, at srtn previously establshd sesns, r on the sd occasions, r appoint & comison othrs to xamn, pupls of ethr sx, of coret morl carectr, fr advansd standng in this staj, fr a premium, r fr the clasic dgr, as the cas ma b. Also, it shud nomnat to the Stat Bord, (which shud b the privlj also of evry Town Bord,) any boks r subjets thot to b sutbl fr jnrl study in any staj of education.—Lt the Stat Bord dsignat, & frnsh at cost, the boks fr this staj, *to b at som tim, in som plas, & in som manr wl lrnd*, previus to the srtn spsfid xamination fr which they wr dsignatd.

This clasc staj shud b dividd into four dstnct grads, (ech tsevng an asinmnt of boks,) about as folos:—*Frst Grad.* Naturl Histry, Jnrl Physiolojy, includng Anatomy, the Englsh Languj, & its varius use & aplcation, includng Gramr, Rtre & Oratry, Ded & Forn Langujs, at the option of the studnts r thos ho hav the control of thm, & the Ornmntl Branchs in jnrl. *Second Grad.* Sculr & Domstc Economy, as apropiat to ech sx; the Art of comuncatng nolj to othrs, esly & rapdly; the Mathmatics in jnrl; a rvsl of Jeogrphy; Cronolojy & Jnrl Histry; Travls & Voyjs, &c.—*Thrd Grad.* The Physcl Sienss in jnrl, includng Jeolojy, Minralojy, Cmstry, the varius branchs contand in comm boks of Naturl Philosophy, Botany r the Vjtbl Systm, Astronomy, &c.—*Forth Grad.* Intlectual & Morl Philosophy, Politcl Subjcs & Consrns, Jnrl Nolj, Jnrl Critsim, &c.

—Composition on asind & chosn subjccts, & Xtmpraneus Spekng ; the Study of Mn, of Natur & of the Bibl, with the evdnss of its Dvin Athntisty ; Musc, Drawing & Paintng ; Travng, Obsrvation, Periodcl Redng, & Fre Jrnllzng, shud b intrwovn with othr subjccts, thro al the thre hir stajs in a jnrl education.— Whnvr any scolrs of good morl carctr, hav, *just whn & wher they plesd, & culd do it the chepst & bst, lrnd wl the boks & subjccts asind*, & othrs at plsr, lt thm, on pasng xamnation, rsev as the cas ma b, the grad srtifct, r a premium, r the clascl dgre, whichvr ma hav bcom du, by progrs in lrnng & jnrl mrt.— This clascl dgre shud answr fr that of Bachlr of Arts, usuly presntd to young mn, on graduatng from our coljs.

We now com to the hiest & most importnt of al the stajs of education fr the usfulns of indviduls, and the hapns of mankind.

The Profsonl Staj.

This shud frnsh a just prpration, in both sxs, fr som chosn, usful, honst & honrbl art, trad, profson r busns, fr an indpndnt livlhod. Ths shud b dsignatd with the propr boks, by the Stat Bord of Education. Whatvr b the chosn profson, *the theroy* ma b obtand at any convenient plas ; but *the practs*, mor r ls, with som abl practitionr in that pticulr emplymnt. What a stranj afair indeed to snd yuth to b cloistrd in a monstry to lrn practcl busnes ! How long shal such an astonshng absrdty preval among a pepl of intljns, & good comm sns !

Afr bcomng qualifid in thr own vw, r that of thr frnds & advisrs, to practis thr profson fr usfulns & a livlhod, on frnshng evdns of good caretr, & habts of dljns & enrjy, lt candardat in this staj, b thruly xamnd by sd County Bord, r its comison, as to thr theroy & practcl nolj of such profson r busns, &, if found comptnt & wrthy, rsev the profsonl dgre, & b plasd on equl standng with the lrnd tchr, physisan, theologian, lawyrs, oratr & statsmn. This profsonl dgre shud tak the plas of that of Mastr of Arts. This surely wud b tru practcl rpublcnism.

Ther mit b plasd in the powr of the sd Stat Bord, the riht to confr, at thr dscretion, as a gratuty fr jnrl encrjmnt to practitionrs in thr varius calngs, a *hi profsonl dgre*, upon any, bcomng emnt fr practsng & techng in thr rsptctv profsons r occupa-

tions, which dgre shl ansr fr that of Doctr of Mdsn, Doctr of Dvnty, Doctr of Laws, &c.

The confrng of any Clasc, Profsonl, r Hi Profsonl Dgres, shud, vry soon, with the rsdns of the subjcs, & thr chef busns fr lif, be publshd in al the nwspapr, throout the stat.

The Importnt Matrs of Xamnations & Awards.

Lt the propr aauthorts fr xamnations & awards, meet as ofn as ons in tw months, without any parad of comnsmnt r graduation, to xamn thruly & fathfuly, such pupls as ma prst thmslvs as canddat fr any dgre, r premium, r an advansd standng, r any awards providd, ofrd & mrted by evdns of good caretr & sutbl improvtnt. Lt the srtifcts, r diplomas, gvn on such occasions, spfisy the caretr, the erudition, the jnrl r spsl qualscations fr any of the arts, trads, crafts, occupations & profsons, demd ourbi & usful in a vrtuus, enlitnd & entrprisng comunity.

In this systm of education, and in this Jnrl Stat Unvrsty, the xamnation fr any awards, if proprrly conductd, ar, bsids the naturl lov of nolj, comn to mn, the mity fors fr setng & kepng in motion al the parts of this xtnsv mashin. They wil produs efisnsy in any staj, r grad, r dpartmnt of education, without rivlship r envy. Lt stat aorthy, astr providing propr boks, & othr nedful fasilts, & aftr holdng out propr encrjmnts, *se wl to ths xamnations, & my wrd fr it, the pupls wil se wl to thr lrnnng.*

The Stat shud Encrj the Production & Use of the Propr Boks.

Efisnt encrjmnt shud b givn fr slctng, compilng, composng & manufactrng such boks, r seres of boks, as ar nssry fr pupls in any dpartmnts, r stajs, r grads of lrnnng in the Stat Unvrsty, r in its jnrl systm of education, & also fr the propr use of thm, whn frnshd at cost to thos abl to prchs, & gratuitusly to thos ho ar not.

Sndng Children Abrod fr Education.

This practs, as far as posbl, shud b rndrd unssry & b avoidd; fr it has brot imns evls, & evn ruin on mn. But if parnts *must r wil* stil do this, whthr it b to a Bordng Sc'l, Acadmy, Colj, r any othr insttution of lrnnng, lt thm plas thr children undr the

constnt care, control, & dsplin of such substtud parnts as ar wrthy of the prsus trust, as ar sufisntly unnicumbrd to fulfil thr constnt charj, & as hav the disposl of thr daly nssrs, comfrts & plsrs. Strict adherns to this rul, wud dry up imns sorss of dispation & ignrns, which hav long prevaild in the provns of education, espsly among the wlthy. It wud also, by properl crbng & rstrannng lads in thr wawrd aj, prvnt the formation of mny bad & danjrns grat carctrss to injr & dsgras a nation. This is a matr to b providd aganst in the bud.

Here is Formd & Xibtd the Plan of a Unvrsty Ansrng to the Nam.

This systm of education fr both sxs, carid into ful opration in its xtnsv & jnrl natur; in its four dfrnt dpartmnts; in its thre dstinct & acomodatng mods of aplcation, describd in anothr lectur; in its peculiar provisons fr an esy & hlthful *slf-suport*, & fr the enjoymnt of hapns in the aqusition of varius nolj; in its four dfrnt Stajs, with thr dfrnt grads, & in its unusul ssilts fr the aqusition & aplcation of librl lrnnng, wud at ons constitut, in any Stat r Nation a most simpl, complet & esisnt Rpublcn Unvrsty, mor wrthy of the nam than any othr now xistng, & one imperiusly dmndd by the condition of evry Stat in this yung, grat, groing, *Fdrl Rpublic*, & also by that of any othr pepl undr Hevn.

An Adrs to the Good Sns & Felngs of al consrnd.

Now in vw of this hol afair, lt the qustion b put simply, farly, & seriusly to the understandngs & harts of Parnts, Patriots, Statsmn, & Phlanthropsts:—Is ther not somthng in this *nv*, this purly rpublcn systm of jorl & librl education, prticulrly in its adaptdns to a hi & complet jnrl & librl Femal Educa-
tion, & to the numrus & hily importnt consrns of comm lif, in its mny good morl fndass, in its simplisty & es of xprmnt, & in its kindns to the poor & unfortunt, which recomnds it to jnrl & patient atntion & trial?—Somthng which shud awakn xpctations, & engaj the bnvolns & entrpris of our chef mn, our christian patriots, & al ho hav a just & a nobl rgard to the higst good & the jnrl wlbeing of thr own cuntrymn, & of mn-kind? Lt ful prof b impartialy soht & rsevd;—prof both from resn & xprmnt; & in evry mind, capbl of thru resrch & just

comparsn, ther wil probbly rman no douts of its fesblns & imns utlty.—But I hre forwarn yu, that slfshns, an imperius, an oprsiv, & a tyranical spirit, whnevr it obtans powr, atndd by its infatuatd dups & sily menials, *as it has bn*, so it wil *stil b*, its most implacbl & dedly fo.

The Authrs Acownt of his Consrn fr Jnrl Improvmnt.

Astr mny yers of dep & painful anxiety, & sver study, & carful xprimnt, in rlation to a primry jnrl education, r that of a hir aim, yu hav hre togthr with the subsqunt isolatd rmarks, the chef rsults. It wud sem arogn fr me to sa, that the hol feld of a comm & a librl rpublcn education, has bn fathfuly travrsd, & thruly betn, & al its nooks & cornrs, its thikts & by-plass, as wl as its fair lawns, hav bn critcly xamind, & that natur & resn, xperins & the Bibl, hav bn strictly folod. Al this indeed, howevr much, has bn onstly, stdly, & prsverngly amd at. Hre thn, with rgard to a plan fr a comm, populr, & a librl education, fr a fre pepl, my labrs probbly clos. Shud I liv snturs, & by prntl incomptns r ngljns, any scols, in any form *bsids the domstc*, b nssry fr public vrtu, intljns, fredom, safty, & hapns, (which ma God, & the entrpris & fidlty of pa-rnts, prvnt,) I hav no idea, that in rlation to such scols, I culd mak any materil improvmnt upon the plan hre unsfoldd. And pra, what mor is nedd ? It is capbl of makng al, of whatvr condition, *ho ar abl & wilng to labr & lrn*, vry erly in lif too, xtnsvly & thruly erudt,—sound practcl phlosphrs,—*efisnt, us-ful, hapy, contnd, busns pepl*. If douts rman, lt thm b dspld by fair & ful xprmnt, & then it wil douts b the means of unspekbl good, & of the richst blsngs to this nation & to mnkind.

ISOLATD RMARKS,

Apndd to the forgoing Esa.

1. On sobr & matur obsrvation & rflection, I am fuly convnsd, that evry stat in this nation, is sufrng materiaaly by ned of educationl rformation & improvmnt, & a systm, r institution, which shal b much mor jnrl as to its objcs & subjcs,—much mor economcl, librl & thru;—such as wud fit the chldrn &

yuths of both sxs, & of al conditions, far btr fr the varius r-lations, duts, busns, ofss, trials & enjoymnts of lif;—such as culd b aplid & usd at hom, r ner it, & in the usual sosiety, occupations, & mods of lvng. An education of this sort wud dfus nw lif & entrpris thru al clases & conditions in sosiety, in al thr trads, profsons & employmnts, in this yung & thrifthy nation. It wud prsrv pur & entir al our der-bot librts & rpubl-can privljs, & conduct thm safly downwrd to futur jnrations. Such an education is dsind to b accomplshd by the Unvrsty, hos chif prinspls hav bn xibtd, in the Esa rfrd to, which prsnts a plan embrasing the four stajs of education, *the Infnt, the Primry, the Clasc & Profsonl: & the four dpartmnts, Physcl Morl, Intlctul & Ornmntl.*

2. Lt the pupls of this projctd Unvrsty, which is in fact nothng mor r ls thn a nw, economcl & rformd Stat r Nationl Organzation fr al importnt & dsirbl educationl prposs, bord, loj, labr, study & lrn at thr own orijnl horns, r whrevr they can to the bst advantj fr hlth & economy,—fr physcl, morl, intlctul, & ornmntl improvmnt; ech & al prparng fr xamination with rfrns to a hir grad, a premium, r a dgre, as fast as they can, acordng to the cors & boks, recomndd by the Stat Bord of Education. This wud aford mny privljs with litl xpns, & no ds-advantjs, that I can se.

3. *The signfcation of the varius dgres, confrd by authorty of this Unvrsty.*—The Primry Dgre, awardd by the Town Bord of Education, shud sho & declar, that the Primry Staj has bn wl pasd thru, & that a good carctr & a good primry, r *comm scol education*, hav bn aquird;—the Clasc Dgre, by the County Bord of Education, shud signfy that a good clasc education in the rquird branchs of litrtur, the arts & sienss, has bn aquird, & a du prpration mad fr entrng on the Profsonl Staj, r an Aprntship for som profson, r proprr Occupation fr an onrbl livlhod, & fr usfulns in sosiety; & finaly, the Profsonl Dgre, gvn also by the County Bord, signfis that the prsn rsvng it, has becom qualfid by thertic & practcl nolj of the busns r profson spsfid, to entr upon it honrbly fr himslf, & usfuly fr the wrld. The Hi Profsonl Dgre which is out of the comm cors, & to b awardd by the Stats Bord of Education, shud *signfy emnns & distinction* in the spsfid profson, r busns, & a peculir capasty & suess in techng it to othrs.

4. I did ons dsgn to gv drawings of dsfrnt scol-houss, roms, &c. But so plain is the vrbl dscrption in the forgong Esa, that I thot it quite unssry.

Much mit hav bn sd in dfns of evry thng I hav adusd, that is nw, r out of the usual cors, in educationl afars, which fr the sak of brvty, has bn omitd. Aftr a propr & nssry introduction, a simpl & consis statmnt of the systm, has bn the chef objet, levng much of the dfns of it, in varius parts, fr a futur busns, shud it becom rquisit.

5. In ordr to sho yu mor prfctly what I dsign & intnd by a good comm, r primry education, prparng one wl fr comm busns & duts in a rpublen cuntry, I wil now put down a scdul of subjes to resv atntion in the varius grads of the sd primry staj of a jnrl & librl education, by canddat fr a Primry Dgre.

Frst Grad.—1. Rvw by orl comuncation al the subjes in the aforsd infnt-scol-bok.—2. Draw on the slat figuris with strat lins—with curvd lins,—erbs, levs & flowrs,—variis anmlls,—any singl figuris,—landscaps, &c.—3. *Naturl Histry.*—*Anmlls.*—Man,—his physiolojoy & anatomy ;—Quadrupds ;—Brdz :—Rptls ;—Fshs ;—Inscs.—*Vgtbls.*—Tres & Shrubs,—Hrbs & Flowrs.—4. *Music.*—Vocl, & som Instrumntl, by imitation.—5. Draw the Arabic Figrs, & the Ltrs of the Alphbt,—larj & smal.—6. Lrn the Rudmnts of Numbrs, of Bibl Histry, & mny othr branchs of usful nolj.—7. Lt varius kinds of busns, r productv handcraft, rsev atntion

Second Grad.—Lt Redng, Splng, the Menng & Etmolojoy of wrds, & the xtmpraneus composition of short simpl sntnss, containng srtn wrds alrdy lrnd, rsev atntion, al at ons in concetion. *Bgn Paintng.*—Atnd much to Arithmte, Jeogrpphy, & Histry orly.—Rsev orl instructions in the rudmnts of varius importnt subjes.—Bgn to rit & draw on papr with pnsl & som with ink. *Rvw much.*

Thrd Grad.—Mny thngs in the Physcl Sins shud b tat orly, & simply, & b practcally ilustratd.—Lrn mny thngs in comm splng-boks, omitng the catlogs & tabls & chaptrs of singl wrds, xspt thos simlr in sound & *dsimlr* in orthogrpphy & menng, & thos *simlr* in orthogrpphy, but *dsimlr* in sound & significetion. *Rit composition mor r ls evry da.*—Atnd much to the prinspls & practs of Morls & Manrs, & to the study of the Bibl.—Drawing, Paintng, & Music, & mny othr branchs, bfor

begun, shud b continu'd.—Lt ther b much atntion now, & evr, to the varius consrns of languj & utrns.

Forth Grad.—Atnd now to varius consrns of Sculr Busns, apropriat to the dfrnt sxs, espesly Husbndry & Houswifry, *theretclly*, & practely as far as ma b.—Study Ritn Arithmte;—Mntl Improvmnt;—al parts of Englsh Gramr;—Rtrc;—Continu mny thngs, & rvw much.

Fifth & last Grad.—Continu Arithmte & som othr importnt branchs.—Lrn Bok-kepng;—Trigonometry, & Geomtry;—Study the Stat & Nationl Constittions of Govrnmnt.—Atnd som to simpl & plan Land Msrng.—The Politcl Clas-bok & Town Ofsr shud b studid.—Copy rpetdly varius forms of instrumnts usd in the transaction of busns, such as Nots, Ordrs, R-scts, Bonds, Deds, &c. &c.,—Red varius boks of jnrl nolj. Finly; It a pes of Composition, to b xibtd at the Xamnation fr the Prmry Dgre, b ritn, givng a jnrl vw of the ground pasd ovr in this Staj of Education, & the use of the dfrnt branchs of lrnnng that hav rsevd atntion.

6. *Xtracs from the closng part of a ltr on this systm of education, to a Hily Dstingushd Amrcn Sitzn.*

This systm of education bgs with the frst prinspls & jrms of humn sosiety, & with no hry, & but vry litl xpns, conducts thm along graduly, & without ssation, in the paths of hlth & sivilzation, of nolj, & of industry & vrtu, of usfulns & hapins, al in plsnt harmony, til they ariv at maturity, ar qualifid to act fr thmslvs, & ar prpard to aper in enlitnd & refind rpublican sosiety, as pepl of good sns, stabiltiy, & wrth.—It allows childrn, jnrly, to b wher natur, resn & the Bibl hav plasd thm,—*at hom with lhr parnts*, & to a propr aj undr thr control. Introdusng the yung erly not only into the atmospher of lrnnng; but also into the productv practs of that lrnnng, fits thm to manj & provid fr thmslvs, & fr famls of thr own, som yers erlier thn has bn usual, & ads much to mns strlng lif. Is not this an objc of som valu? It wud also trn into vrtuous, hlthful & profbl practs, the four r fiv yers, which hav by multtuds bn dvtd to mer theory, &c, *that also jnrly* to vast xpns of hlth, comfort, & morls. This systm gvs oportunty to the talntd & entrprisng pcpr, by use of thr own naturl advantjs & facults to ris to the hiest standng in this fre cuntry.—It rquirs non to wast thr prsue tim, &

hard labrs, in such branchs of lrnng as they nethr dsir, nr ned.—It allows non to aquir unplsnt monastic manrs & habts.—It hurs non forwrd too rapidly fr clas compny, r othr objcs. It rtards non by clas tramls, r old colj rutin.—It gvs al the yung, without embarsmnt, the privlj of prsuing thr cors of lrnng & busns on-wrd, towrds a complet jnrl education, acordng to thr peculir jeniuss, convenienss, inclinations, & objcs.—It allows propr chanj & variety fr yung minds. Non ar confind so long to any busns, plas, r thng as to rndr it unplsnt, irksom, r disgusting.—It educats at ons *the hol man r womn*, as a physcl, morl, intelectul & snstv being.

As it is jnrl in its objcs & aplcation, it forms a justly proportiond & harmonius carctr.—It educats *the hol mas of sosiety*, as wl as the hol mn,—*the poor*, as wl as the rich.—It acomodats itself to al the vast variety of facults & dspositions, & fits ech fr som kind of productv, usful, & onrbl employmnt. It is thrfor purly rpublcn, & wud prmnntly secur to us the enjoymnt of just librty & ordn, pes, & plnty, & a wis, impartial & enrjtc govrmnt. Lt it hav fre cors, & it wud soon banch from the wrld, ignrns & vis, tyranny & war, & xtnd pur sivil & christian librty thruout the wrld. It gvs no st r clas of mn undu advantg ovr anothr, & dgrads & oprss non. It crowds out of plas, nethr rlijon, nr the Bibl ; but givs thm fre use & influns ; not fr partial & sectarian prposs ; but to fit mn to b usful & onrbl hre, & holy & hapy herafr.

This systm of education is vry simpl, & esly put in opration, r rlinquishd at plsur, in any famly, neibrhod, r vilj ; of cors it is fre of thos inconvenienss, obstructions & xposur to los, which atnd mny nw projcs, & dtr the cautius from engajng in thm. Simplisty, economy, fredom from hazrd, in aplyng any nw scem to its propr use & ends, ar vry material for jnrl improvmnt in any humn consrns. Ths, thrfor, hav hre rsevd grat & du atation.

This systm is probbly capbl of shoing the wrld the utr nedlsns of any grat prad & xpns in acquirng litrtur, siens, & the fin & librl arts, sutbl fr any condition, profson, r occupation in lif.

R M A R K S

On the Comm Alphbt, r the old Signs of the Forty Importnt Primry Sounds in the English Languj, togthr with the difrnt discovrd Mthods of xprsng thm.

NOTE 1. Undr the numbr of ech sound, I shl gv the most apropriat sign, & then the othr & irgulr signs by soundd ltrs, r such as canot b fuly asrtand to b silnt.—2. In putng down the varius old mods of rprsntng our sounds, I somtims employ tw, & evn thre ltrs fr the tru xprson of the sound, whn it is doutful which ltr gvs it, r whthr both, r al unitd gv it; as *ou* in soup, *eau* in beau, *ea* in heart, *ssi* in passion, *gg* in craggy, *sc* in sciens.—3. In prsntng the dsfrnt mthods of xprsng the sam sound, I tak but fw nams of individuals, & ths such as ar ofn usd & wl knon;—& no wrds but purly Englsh, r such as hav becom fuly Anglsizd; tho som aper in thr ansnt r forn mods of splng.—4. The wrds *cognat* & *corlty* signfy thos pars of sounds r thr ltrs, ech of which is the nerst lik the othr, & rquirs the orgns of spech to b put in simlr manr to pronouns it, as, *p—b, k—g, t—d*.—5. Som thngs hre wr sujstd ner the bginng of this bok, in techng the alphbt.—I now gv the sounds in du ordr, numrcly. I also gv the r ltrs by which I xprs ths sounds in my *new r rformd* alphbt:

a 1. This sound is that of *a* in mate. It is also xprsd by *ay* in say; *ai* in strait; *ea* in great; the first *e* in ne'er; *ei* in eit; *ey* in they; *i* in possibl; *y* in analyss. This sound has of cors eit irgulr mods of xprson.

æ 2. The scond sound is that of *a* in part. This has also thre irgulr mthods of xprson; as, *aa* in baa; *e* in sergnt; & *ea* in heart.

ɑ 3. This is the sound of *a* in hall. Ther ar tw othr mthods of xprsng it; as, *o* in storm; *oa* in broad.

A 4. This is xprsd by *a* as in hat, hare; also, by *e* in ther; *aa* in Aaron; *ei* in heir, (an inhrtr.)

ɒ 5. *A* as in ah! haha! sirrah, Elah, last, fast, past; also, by *o* in now. This is *a* as in part, shortnd about one haf; r is the short corlty of *a* in part.—The dsfrnt mthods of xprsng the sounds of *a*, the fiv rgulr, & the iregulr, ar 22.—It is also usd as a substut fr the rgulr sounds of othr vowels, espfly *o* as in not. It is vry frequently silnt, & then it is ofn employd to sho that the *e* r the *o* plasd imediatly bfor it, is long, as in treat, bloat. It is the only vowel in our languj usd *wholy* as such; al the othrs being somtims usd as consonnts.

b 6. This sound is that of *b* in *babe*; also *p* in *cupbrd*; *bb* in *cobbl*. It is the loos, r cpn, r vocl cognat of *p*, & is alwas siln aftr *m* in the sam sylbl. It has thie mthods of xprsng it: sound.—C rprsnts no one of our primry sounds, only as an unssry substitut fr othr ltrs, as *yu* wil se in the propr plass. It is usualy silnt bfor *k*, & ofn in othr conditions. It is a grat misfortun that it is usd, so abundntly, in our lñgj.

d 7. This is the sound of *d* in *did*. It is xprsd also by *dd* in *ad-dr*. It is the flat r loos corltv of *t*, & is silnt in som fw wrds.—Its mthods of xprson ar tw.

e 8. This is the sound of long *e* as in *mete*. It is also xprsd by *ee* in *feet*; *ei* in *seiz*; *a* in *quay*, (kee, a wharf;) *i* in *shir*; *ea* in *seat*; *ie* in *siej*; *æ* in *ægis*; *œ* in *œsophagus*; *ia* in *parliamnt*.—Ther ar tn difrnt was of xprsng this sound.

c 9. This is the sound of short *e* as in *pet*. It is also rprsntd by *ea* in *dread*; *ei* in *heifr*; *a* in *any*; *æ* in *diærss*; *ai* in *said*; *y* in *many*; *i* in *equity*; *ay* in *says*; *ie* in *friend*; *u* in *bury*; *ey* in *valey*; *ue* in *gues*; *œ* in *asafoetda*. Ther ar forten difrnt mthods of xprsng this sound. Of cors al the dfrnt mthods of xprsng the tw sounds of *e* ar twnty-for. This ltr is frequntly silnt, & in such cas, it is ofn put at the end of a sylbl to sho that it is long, cald *e* finl, as in *mete*, *late*, *bite*, *duke*, *note*, *prove*, & is ofn dubld in a sylbl fr the sam prpos, as in *street*, *feet*. It is sonatims usd fr *y* whn it is a consonat, as in *ewe*, *ewer*; & fr *y* consonnt & short *e* togthr, as in *vinet*.

f 10. This is the sound of *f* as in *fise*. It is also xprsd by *ff* in *stiff*; *ph* in *phlm*; *pph* in *sapphir*; *gh* in *cogh*. It has fiv difrnt mthods of xprson,—is the clos r sharp cognat of *v*, & is nvr silnt. It is a labial & an asprt.

g 11. This is the sound of *g* in *go*. It is also xprsd by *gg* in *goggls*. It is usualy found bfor *a*, *o*, *u*, *l* & *r*, & at the end of sylbls, & somtims bfor *e*, *i* & *y*, as in *get*, *gig*, *foggy*. It is silnt bfor *m* & *n* in the sam sylbl, & ofn in conction with *h*, as in *light*, *though*. It is the loos r flat cognat of *k*. It has tw mthods of xprson.—*G* soft, as in *gem*, is of no use, only as a vry comn & a vry vxatius substitut fr *j*, to which it *shud* alwas gv plas.

h 12. This is the sound of *h* in *hot*, *what*. It is the strongest asprt, & its sound is alwas initial, r usd bfor the sylabc vowl. It shud b cald *he*. It is formd by a sudn, clos, & strong xpration of air, strikng on the foloing vowl. *H* is not misplasd, as som sa, aftr *w* in *whn*. It dos not with *w* form a distinct r inseprbl primry sound, altho they esly & strongly unite. It is ofn silnt, & alwas whn plasd

aftr the sylabc vowel ; r rathr, it ther rprsnts an implid asprt, & of cors is of no use, as in sirrah, Mrbah. It has but one mthod of xprson.

y 13. This is the sound of *i* in pine, & also of *y* in try. It is an insprbl diphthong, formd of its own peculir sound trmnatng alwas on a liht sound of short *i*. Its sound of cors is primry, but not simpl. Som form it of a liht sound of short *o* & short *i*,—othrs of *a* as in fast & short *i*,—& som wil evn put a liht sound of short *i* ech sid of the peculir sound of long *i*, as in the wrd kind. But I think al thre er in thr pronunsiation. This sound justly has but tw mthods of xprson.

3 14. This is the sound of *i* in pin. It is also xprsd by *ie* in siev ; *ei* in forfeit ; *a* in curag ; *ai* in srtain ; *e* in prety ; *ee* in been ; *o* in womn ; *ia* in mariaj ; *y* in lynx ; *u* in busy ; *ui* in builda ; *eo* in pigeon ; *oi* in connoisur ;—forten dfrnt mthods of xprson ; & of cors sixteen fr both the sounds of *i*. This ltr is ofn a consonnt, & bfor a vowel ansrs fr *y* consonnt, as in filial, clothier.—It is sldom silnt, xpt aftr long *a* & long *u*, & bfor long *e*.

J 15. This is the sound of *j* in just, embrasng vocl *g*. It is also xprsd by *g* in ginger ; *gg* in suggest ; *dg* in edge ; *di* in soldier ; *d* in gradual. It is an inseprbl consonnt-diphthong, formd of a liht sound of *d* & *y* consonnt. It is the vocl cognat of *ch* as in church.—It has six dfrnt mthods of xprson.

K 16. This is the sound r powr of *k* in strike. It is also xprsd by *c* in cat ; *ch* in chord ; *cc* in succor ; *ck* in kick ; *q* in quit ; *gh* in hough ; *x* in excel. It is the clos & sharp cognat of *g* in go. It is silnt bfor *n*. Like *ch*, *p* & *t*, it is at the bginng of sylabls a pur mut ; but, lik thm, not quite pur at the end of wrds, r imediately bfor any ssation of vois. It has eit dfrnt mthods of xprson.

L 17. This is the sound of *l* in lily, & *ll* in lull. It is a haf r semi-vowl, r a sub-vocl. It ofn maks a sylabl by itslf, & then it is a hol vowel, as in littl, subtl. It is ofn silnt, & has but tw mthods of xprson.

M 18. This is the sound of *m* in mimic, & of *nm* in hammer. It has but tw mthods of xprson. It is a semi-vowl, & formd by the lips & nose. Its sound is thrfor both labial & nasl. Whn it maks a sylabl by itslf, it is then a vowel, as in spasm. It is silnt bfor *n* at the bginng of a sylbl.

N 19. This is the sound of *n*, a sub-vocl & strong nasl, as in nun ; & is somtims a vowel, as in evn, drivn. It is also xprssd by *nn*, as in tanner ; & by *m*, as in comptroller. It has thre mthods of xprson, & is silnt in kiln, & aftr *m* in the sam sylabl, as in damn, contemn hymn.

O 20. This is the sound of *o* in note. It is also xprsd by *oo* in floor; *au* in hauboy; *eau* in beau; *eu* in sew. It has fiv mthods of xprson.

D 21. This is the sound of *o* in prove. It is also rprsnsd by *oo* in soon; *u* in true, rule; *ou* in soup; *oeu* in manoeuvre; *w* in renew; *wo* in two. It has svn mthods of xprson.

U 22. This is the sound of *o* as in not. It is also xprsd by *a* in watch; & by the frst *e* in envelope (a covr.) This has, by stranj err, bn compoundd with *a* in part, & *a* in ah! fast. It is the short corlty of *a* as in hall. It has thre mods of xprson.

H 23. This is the sound of *o* in spokn, oh! throat. It is the short corlty of *o* as in note. It has but one mod of xprson.

V 24. This is the sound of *o* in wolf. It is also xprsd by *oo* in book; *u* in full; *ou* in should; *w* in now. It is the short cognat of *o* as in prove. It is xprsd by fiv dfrnt mrhods.—**O** in one is a sp-rlb conosnnt-vowl diphthong formd of the sounds of *w* whn a consonnt, & the vowl *u* as in run, just as tho it wr ritn *wun*. This is the resn why *a* rathr thn *an* shud b put bfor it. **O** in choir is a consonnt, & a substtut fr *u r w* a consonnt. Al the dfrnt mthods of xprsng the fiv sounds of *o* ar twnty-one. It is ofn silnt.

P 25. This is the sound of *p* as in pipe. It is also xprsd by *pp* in trapper; *gh* in hiccough; *lf* in halfpenny. It is formd by the lips; is the clos r sharp cognat of *b*; is such a mut as *k*; & is frequently silnt. It has four mthods of xprson.

Q. This ltr is of no use, xpt as *that* substtut fr *k* which is *alwas* folod by *u* as a substtut fr *w* consonnt, & is nvr silnt.

R 26. This is the sound of *r* in round, poor, metre, rare. It is xprsd also by *rr* in current; *ur* in bur; *er* in terse; *ir* in sir; *ar* in polar; *or* in honor; *olo* in colonel; *ro* in iron. It is a frst-rate semi-vowl, & an insprbl vowl-consonnt diphthong, formd of its own peculir sound, which is long & vocl, presedd alwas by ls r mor of the sound of *u* as in spur. It ofn forms a liht sylabl, & is then a real ful vowl, as in our, flour. It has nin dfrnt forms of xprson.

S 27. This is the sound of *s* in sense. It is also xprsd by *ss* in hiss; *c* in peace; the scond *z* in mezzotinto; *sc* in science. It is the sharp cognat of *z*,—has fiv mthods of xprson, & is vry sldom silnt.

t 28. This is the powr r signfcation of *t* in trot. It is xprsd also by *d* in choppd; *tt* in spatter; frst *z* in mezzotinto. It is such a mut as *k* & *p*, & is the vry clos cognat of *d*. It is somtims silnt, & becomng oftnr so, espfly in conction with *f* & *s*, & bfor *ch*. It is

vry ofn usd as a substtut fr othr ltrs, & has four mthods of xprsng its menng.

U 29. This numbr stands fr the sound of *u* long, as in June, use. It is also rprsntd by *w* as in few ; *eo* in feodal ; *ew* in ewe ; *yu* in yule, your. It is vry ofn, espesly at the bginng of sylabls, a sprbl consonnt-vowl diphthong, formd of itslf presedd by the sound of *y* consonnt, as in union. In this cas it has *a*, not *an*, bfor it, & *shud* alwas b presedd by *y*.—In its own peculir natur, it is an insprbl diphthong formd of a liht sound of *i* in pin & *o* in wolf, as in the wrds juice, jury. Its sound is ritn in fiv dfrnt was.

Ω 30. This numbr rprsnts the sound of *u* short, as in but, fur. It is also xprsd by *e* in her ; *i* in mirth ; *o* in done ; frst *a* in exhilarate ; *ah* in Jonah ; *ai* in Britain ; *ia* in elysian ; *aa* in Isaac ; *ei* foreign ; *eo* in sturgeon ; *oo* in flood ; *oa* in starboard ; *io* in region ; *oe* in does ; *ou* in young ; *iou* in consious ; *y* in satyr ; the frst sound of *r* in our ; of *m* in spasm ; *ie* in grazier ; *ea* in pearl ; *eu* in meseurs ; *ue* in guerdon ; the frst *oi* in avoirdupois: twnty-fiv mthods ! This is an esy & simpl sound, & much usd.—**U** is nvr silnt, is ofn a consonnt, & then it is a substtut fr *w* consonnt. It has as a vowel, thry dfrnt mthods of xprson.

V 31. This is the sound of *v* in valv. The sam is xprsd also by *f* in *of* ; *ph* in npheuw, Stephn. It is the vry loos & vocl cognat of *f*. It is a strong semi-vowl, nvr silnt, & has thre mthods of being ritn, as yu hav sen.—**V** & **f** ar, in strngth as asprats, nxt to **h**.

W 32. This is the sound of *w*, whn plasd bfor the sylbc vowel, & then cald a consonnt, as in in wen, when, swamp, water, dwin-dl. It is also xprsd by *u* in quit ; *o* in choir ; the frst sound of *o* in once (wunce) : four mthods. It is a consonnt-vowl diphthong, insprbl, formd of its own peculir liht consonnt sound, closly unitd with dfrnt dgres of a liht sound of *o* in wolf, r of *u* in pull. **W** is nvr a pur vowel, xpt whn it is a substtut fr *u* ; of cors it is of no use as a vowel. It shud b cald *we*. It is ofn silnt, espesly bfor *r* & aftr *o*.

X is usd only as a substtut fr othr ltrs, & chefly fr *ks* as in extinct, & fr *gz* as in exile. Bfor the sound of *s* proprr, it is usd fr *k* alon, as in exsite, exsl ; & at the bginng of wrds, fr *z* alon, as in xebe, Xanthus.

Y 33. This is the sound of *y* at the bginng of sylabls, whr it is cald a consonnt, as in year. This sound is also rprsntd by *i* bfor a vowel, as in onion, valiant ; frst *e* in ewer ; *j* in hallelujah ; the frst sound of *u* in use ; of *u* short in volum ; of *e* short in vinet ; of the scnd *i* in familiarty. It is an insprbl consonnt-vowl diphthong, formd of its own peculir & liht consonnt sound, folod in vry clos conc-

tion by a liht sound of *e* as in mete. It is nvr silnt, has eit mthods of xprson, & *shud b cald ye*.—Whn *y* is a pur vowel, it is alwas a substtut fr the vowel *i*, & as such, it of cors dos us no good.

Z 34. This is the sound of *z* in zone, freeze. It is also xprsd by *zz* in buzzard; *s* in praise; *ss* in sissrs; *x* in xebc: six mthods. It is the loos & vry soundng corlty of *s* propr. It is nvr silnt.

I hav now got thro al the sounds rprsnsntd, any wa, by the twnty-six ltrs of the old alphbt, usd singly. The six rmanng sounds ar rprsnsntd by cupls of the old ltrs, takn & usd as singl ones.

A 35. This is the simpl sound of *sh* as in shall, sash. It is also xprsd by *s* in sure; *ss* in assure; *ssi* in passion; *ci* in gracius; *sci* in conscious; *c* in enunciat: *ti* in motion; frst *t* in satiat; *ce* in ocean; *ch* in chaise; *si* in tension: twlv mthods. It is the clos r sharp cognat of *zh*, & is nvr silnt. This cupl shud b cald *she*.

B 36. This is the sound which shud b xprsd by *zh*, but is now xprsd by the foloing substtuts: *z* in azr; *s* in plsur; *si* in fusion; *zi* in glazir; *ti* in transition: fiv mthods. It is the simpl & vry vocl cognat of *sh*. This shud b cald *zhe*.

C 37. This is the simpl souud of *ch*, as heard twice in church. It cilt also xprsd by *tch* in thatch; *ti* in qustion; *te* in righteous; *z* in zchin; *t* aftr an acsntd sylabl bfor *u* short, as in natur, creatur, pictur, featur: six mthods of xprson. It is such a mut as *k*, *p*, & *t*,—is slodom silnt, & is the clos cognat of *j*, includng vocl *g*. It is usd, as yu hav sen, as a substitut fr *k* & *sh*. This is namd *che*.

Q 38. This is the clos simpl sound of *th* as in thik, strngth, brth. Cal this the.

L 39. This is the loos simpl *th*, & the flat cognat of the clos & sharp *th*; as in *then*, *thither*, *breathe*. Lt this b namd *the*.—Ths tw sounds hav but one mthod of xprson to ech.

J 40. This is the strong, simpl, vocl, nasal sound of *ng* as in song, & of *n* as in plank. It has only tw mthods of xprson.—No one o ths last thre cupls is evr silnt.

Ther ar tw othr sounds in our languj, spokn in som singl xclamations, but nvr ritn; &, in my vw, they ar not yt wrthy to b notd ech by a ltr. One of ths is a gutrl mut, *a* finl, formd with op mouth by closng the glots. It is usd in svrl singl wrds of stron prohibition, with som rprmand & caution. The othr is a nasal aspr an initial, usd in one wrd only, strongly xprsv of shagrin, & dfrnt dgres of blam & contmt of any that hav causd it.

I hav now, at last, by vast labr from tim to tim, durng mny yers, got thro with the xamination & the analyss of the importnt primry sounds, usd in the English languj, & hav, as I think, found 40, dstinct from ech othr, & wrthy ech to b ritn, & printd, & rd, by its own one dstinct & apropiatd ltr. Ther shud, of cors, b 40 dstinct ltrs, r mthods of xprsng ths 40 sounds, one & one only asind to ech, t' rprsnt it to the y fr redng. But I hav found only 23 avalbl ltrs in our old alphbt, to mark ths 40 dstinct primry sounds ! Thus yu se we ar in xtrem & prsng ned of 17 nw ltrs, that ech sound ma hav its own one peculir mark. And mor thn al this, I hav, bsids the onrus rubsh of silnt ltrs, alrdy dscovrd 177 iregulr, unnessry, & vry bwildrng & prplxng mthods of xprsng our 40 primry sounds, & that by soundd ltrs, r such as canot b provd to b not soundd ! This is an imns evl in our litratur, & causs vast unnessry labr in lrnng to read & rit our languj, & also in the printing & the practcl silnt redng of it. Ths sor calamitis mit al b avoidd by throing out al silnt ltrs, & al rdundnt mthods of xprsng our 40 sounds, both of which hav becm xedngly brdnsom, & ar constntly, tho sloly, bcomng mor & mor so ; & also by asinin to ech importnt dstinct sound, its own one dstinct ltr, & non othr.

Now, in concluson, obsrv,

1. That ther ar four pars of corlty sounds among the sixteen vowel sounds—viz, *a* in hall, & *o* in not, *r a* in what ; *a* in part, & *a* in ah ! *o* in note, & *o* in oh ! *o* in prove, & *o* in wolf ; & eit among the consonnts, al of which hav bn notsd. The formr ar dstinguishd by lngh, the othr by closns.
2. No seprbl diphthong *shud* b markd with a dstinct alphbte ltr ; but not so with the insprbl—viz, *a*, *i*, *j*, *r*, *u*, *w*, & *y*.
3. The most vocl of the ltrs, r thr sounds rathr, which ar nvr vowels, ar *zh*, *ng*, *j*, *v*, & *z*.
4. The sounds which I found most dscult to anlyz & to juj of, in thr own naturs & varius rlations, wr thos xprsd by *h*, *i*, *j*, *r*, *u*, *w*, & *y*. With rgard to the plain & obvius thngs, evn dunss culd, by obsrvatn & analyss, but stumbl on the truth fr rfrmation ; but on the nis points & mor dclct afars, the wisst orthoepsts & projctrst stil disagre, & they probbly alwas wil, & thus prvnt the radcl improvmnts so xtremly nedd ; unls they wil consnt, fr the publc bnft, to com togthr, & with candr & mutual condnsn farly dscus the matrs of dfrns, agre upon som systm of orthographc rform, & unitdly & prsverngly mantan it. But it is pfct nonsns fr any one projctr to think of pushng his projct ovr the English wrld, in oposition to al the numrus obstcls, & the mny othr projctrbs bsids.
5. I do hre, as elswhr, put down in short the chef advantjs amd at

fr comm good in my projet, tho yt imprfct, & which I am vry confdnt it wud acomplsh.—It wud, aftr lrnnng my alphbt of 40 ltrs, prvnt the nssty of lrnnng orthogrphy & splng; fr the sounds in riting wud sujst the propr-ltrs & wrds.—It wud prvnt almost the whol of lrnnng to read, fr the ltrs & wrds wud sujst the propr sounds; the sns nssrly gvng the just acsntuation, inflection, & emphass.—It wud sav one-haf of the xpons of lrnnng & practsng chirogrphy, r comm handritng; fr the labr, by varius mens, is rdusd that much.—It wud sav at least one-thrd of the xpons of al printng & silnt redng.—It wud prvnt the chef tndnss to idlns & vis in primry education. It wud gv a btr education at twlv, thn can now b gvn at sixteen yers of aj.

AN ABRIJMNT
OF THE AUTERS
MEMORIAL TO CONGRS,

February 19, 1844, on *Reformng the Ritng of our Languj, which was rsevd by the Hous, rd, & printd.*

As a fasilt in a nw slf-suportng systm of jnrl & librl education, (which has bn provd fesbl in a scol of six yers,) as a fasilt also in littry education & busns, I hav, durng som twlv yers, bn considrng the importns & practcabilty of a thru rfrmation of our ritn languj, & a strict confrmation throf to the spokn. I hav at lngth com to som results which I wish xtnsly to comuncat, esp ply among the pepl of this cuntry.

Spokn languj has usuly orijnatd among the uncllitnd, & by its own ductlity, in its progrs tords prfction, it keps pas with jnrl nationl improvmt. But with the ritng of this languj it is far othewis. By the xactns & stablty of its forms, it must rman unchanjd, unls by jnrl consnt. On ths acounts, chefly, the spekng & the ritng of the sam languj do invarbly, without spsl prvntions, tnd tords a spration, tho vry sloly, & thrfor without nots r alarm. Hns, by convntion, they shud b brot togthr, whn al that is rong in ritng shud b crctd, & whn mens shud, if posbl, b institud to kep thm togthr.

In obediens to the loud & prsng cal, from varius quartrs, esp sly from fornr, mny in this aj of improvmt hav projetd, & som evn hav atmtd a rfrmation; tho as yt without much succs.

Wl awar that this is a grat wrk, rquirng both talnt & entrpris, & the favr of Hvn likwis; wl awar, also, that this grand consrn of patriotism, phlanthropy, & rlijon, is dpndng soly on the pls of the

English Rpublc of Ltrs—the authrs & publshrs ; yt it semd that I could do somthng tordz forwrldng so dsirbl an objct, by shong planly to my cuntrymn, & as far as posbl to the English ras, the vast nssty & the imns utilty of a simpl & complet alphbt, contanng one distict, visbl, invarbl sign fr ech of our forty importnt primry sounds, & an orthogrphy rlevd of al rdndnss & complxty, & at agremnt, in the main, at least, with tho most jnrlly aprovd standrds of Englsh orthöepy. This is indeed my umbl aim & dsin, whil I sek fr Hvns blsng, & the smils of the nation, & of the English ras, upon the favrd ones ho shl accomplsh the task I hav bgun, but ma not lv, r b abl, to accomplsh. B asurd, then, that I hav not entrd on this busns without frst countng the cost.

I wil now endvr to gv the chef argumnts fr this rfrmation :

1. Ther is grat *incongruity* btwen the languj & the ritng of it. Probllly no lvng languj dos in its combinatn of xlnss outdo ours.— But its visbl rprsntation is doutls the wrst to b found ; not to xpt evn the Frnch. Now ho wil not dsir fr this butiful, rich, & nobl languj an xtrnl drs mor convenient & comly, & btr sutt to its mrtz ?

2. Our alphbt is both *rdndnt* & *dfisnt*. The c, q, & x, ar usd only as unnessry substtuts fr othr ltrs. We hav, then, but 23 ltrs to rprsnt our distict & importnt primry sounds, which I & mny othr phonc studnts & projectrs think to b 40. We then ar in ned of 17 nw ltrs, that ech importnt distict primry sound ma hav its own one distict apropiat mark to cary it to the mind thro the y. As primry sounds hav incresd, so shud ltrs to mark thm.

3. We hav varius *dfrnt mthods* of xprsng most of our primry sounds, & that by soundd ltrs, & such as we canot sprat & clerly dstngush as not soundd. With no smal labr, I hav alrdy dscovrd & shon by xampls, 217 such mthods : of cors 177 mor thn we ned fr our sd 40 sounds. This causs, in lrnng to spl & red, unspekabl & unnessry embarsmnt, dla, toil & vxation, & shud as soon as posbl, b don awa.

4. *Silnt ltrs* hav bcom a vast evl, & the evl is stil incresng. Ths ltrs wr ons doutls al soundd, but in the chanjs & improvmnts of our languj, thr sound is dscntinud, & they ar lft, (& vry carfuly prsrvd too !) a usls brdn. And how long ere Anglo-Saxns wil fre thmslvs of such trublsm loads & clogs of old wrthls rubsh ? Not anothr silnt ltr shud indeed evr agn b ritn r printd. But O ! with what saer aw, & profound vnration, ar they stil tretd, & that too by mny of the most lrnd Doctrs ! What a shame & crime to nglct any one of thr numrus & statly majsts, evn in our most hasty ritng, & economcl printng ! This rminds one of the old wodn gods of the ansnt Hawaians, dsplasd by nw ones, & st up outsid of thr tmpls, which Captn Cook dard to molst fr fuel ;—but, it was at the forstur of his lif !

And posbly it is quite tim fr som of us to lok out, lst we, fr darg to olasphem & dstrb ths sacrd old silnt ltrs, sufr a simlr fate !

5. Our lrnng to spl, & red & rit, which ar mer tools & scafoldng fr the tmpl of nolj, hav, in tims past, cost mor thn thr just proportion. Radcly rform our alphbt & orthogrphy, & then yu can brng yur childrn awa much erlier from this unplsnt, hard, & irksom prparatory busns, to thr intrstng & dlitful labr on the glorius bildng of nolj itslf. O ! how this wud rlev thm of dstrsng fatig, of hatful confinmnt, & mak thm hapy in thr cors of labr fr rapd improvmt.

6. This rfrmation is a grat objt of domstc & politcl economy, both with rspt to our own intrnl wlth & powr, & our onrbl comparsion with othr nations, as to erly education, & fasilitats in al litrry busns.

Afrg a thruly rformd alpnbt shud b adoptd, & wl lrnd, it wud sav the whol of lrnng to spl ; bcaus in ritng, the sounds wud sujst the propr ltrs.—It wud sav almost the whol of lrnng to red ; bcaus the ltrs wud sujst the propr sounds.—It wud sav quite one haf of the comm xpns of lrnng & practsng al busns ritng ; bcaus thr wud b no captl ltrs of dfrnt form, nr ocason fr rasng the pn til a wrd is finshd. A sur consqns of al is, that it wud sav as much as thre yers in a good comm education, & four in one that is also clasc & profsonl.—Childrn wud then b btr educatd at twlv yers of aj, thn they can now b at sixteen.—But in adition to al this, it wud sav one-thrd of the xpns, public & privt, of *al* printng & silnt redng.—Thrfor, whil we nglect this rfrmation, we do in this rspt gv othr nations, hos ritng, compard with ours, sava much tim & othr xpns, & gratly fasilitats nolj, *vast advantj ovr us*. Fr tim & nolj, yu kno, ar both wlth & powr.

7. The Englsh, & the Anglo-Amrcn entrpris & powr, ar rapidly xtndng, with our languj, ovr the erth. I bg then, fr the onr of this my entrprisng, nobl, & distinguishd ras of mn, as wl as fr the bnft of the wrld, that its ritng, bfor sprdng much frthr, mit b thruly rformd, & thrby rndrd much mor esy, not only to our childrn, but also to inumrbl fornrs ho ma wish to lrn it. Now I ask, ho that has any Britsh blod, r Yanke skil & enrjy, can rsist the fors of this argumnt? *O, non ; surely non.*

8. This rfrmation wud, with propr boks, espesly by shong planly & by fixng prmnntly the pronunsation, rndr partis in jnrl, aftr they shl hav lrnd the rformd alphbt, at ons the comptnt techrs of thr own childrn at hom, in almost the whol of what has bn considrd a good comm litrry education ; thus prvtng most of the xpns, the sufrngs, the danjrs, the visusns, & the mny enormous evls of the comm scols ; & thus also hastnng forwrd what shud b the dsir of al nations & aj, a domstc & slf-suportng, & of cors a *purly republicn systm* of jnrl

? *librl education*, fr both sxs, adequat to the probbl r chosn busns, —the trials & enjoymnts of lif, to b *esily* aquird at a vry erly aj.— Ths eit argumnts ar the chef fr the acomplshmnt of this grat & sirbl wrk.

The nxt thng I shud do is, to sho yu the possbly & fesblns of this frmation. Som who I rspect mor fr thr erudition thn fr thr entrpris, hav spokn dscrjngly on this subjet. But it is by no mens so with al. The vast importns of the thng, howvr, I blev is jnrlly conseedd. Altho it wud b a nw thng in the wrld, & a grat one also, & evn the gratst that evr was acomplshd by humn ajnsy, & altho mny hav fald in thr atmts to produs it, yt I do by no mens dspair; fr this is byond dsput, a ras, a da, a nation of wondrs. Mn, espesly mn of our orijn & kindrd, hav not yt don thr bst, nr thr mitist. We ar now entrng upon an aj of liht, pes, & improvmnt, such as the wrld has nvr sen; an aj to b dstinguishd by boldns in consption, skil in planng, & sucss in achievmnt. Grat & unhrd of thngs ar to b dvisd, xpctd, undrtakn, & acomplshd. Compard with what mn mit b, & what, in som favrd, som goldn, som milnial aj, they probbly wil b, ther is now pasng ovr the staj of lif & action, a mer dwarf, r rck, of the humn ras.

Mn can, & wil, yt do mor thn they evr hav don, & lev bhind thm stupndus monumnts of wisdom, rathr thn thos of folly, such as the ansnts did in Egypt & othr parts of the wrld. The sumt of humn ejfisnsy has nvr yt bn rechd. Lok forwrd with rasd xpctation, & the y of fath, & bhold the wis & wrthy wondrs which shl b acomplshd whn war shl ses, & the blsngs of liht, & vrtu, & christiانتy shl pr-vad the erth. Why not, then, in the erly staj & insipient progrs of philosophc, phlanthropc, & christian ejfisnsy, & as a chef mens of hastnng it forwad—why not aprhnd, atmt, & brng to pas so grat & so good a thng, as the confrmation of our ritn to our spokn languj? This is indeed a matr of intrst & of grat nssty, & wud be of much bnft to al the Englsh wrd; but mor prticulrly to this cuntry of rpublen govrnmnt & of fre populr institutns. It wud truly produs an Augustn aj in Englsh litratur, siens, librl lrnnng, & jnrl improvmnts, & mark the prsnt as an era of dstinguishd lustr.

But, aftr al, this is, in itslf, not only a *posbl*, but *esy* wrk. We ar kpt from its ecomplshmnt, mor by *cobwb*, thn by *adamantin* chains. The obstructions xist mor in fansy, thn in fact. On subjes of this natur, we ar too apt to startl at real r suposd dificults, & to thnk thm insrmountbl. We tak frit at monstrs of our own creatng, & run from aprehndd to real evls. And how long must it b so?

Now to the cas in hand. Lt the authrs, edtrs & publshrs of boks & paprs so agre, r consnt, & the wrk is don at ons, & don with the utmost ese! And ho can sa, in this aj of liht, skil & entrpris, that such agremnt r consnt canot b obtand?

Notwithstandng al the hindrnss from varius quartrs, what imns

improvments & usful invntions hav ocurd to bls the wrld sinse the grat astronmr, Galileo, of Florn^s, was so cruelly prsecuted fr his dscovris in astronomy: sinse the sver punshmnt, evn in Englnd, of the onst invntr of the frst watr saw-mil; & espesly within svnty r city yers past. Now, shl we of *this aj*, & *this country*, b afraid of liht & truth—of invstgation & project—of invntion & xprimnt, fr the good of the nation & of mankind? Wil yu, indeed, b rdy to prscut & punsh the patient, asiduus, & slf-sacr fisng modrn invntr & rformr with rideul, rproch & scorn, & cal him one-idead enthsiaſt, naromindd schemr, r Utopian projctr? Lt not this b the bitr rward of ths dvtd patriots & phlanthropsts, espesly in this land of fre & indpndnt inquiry, & of larj & librl vws. In al thngs of this natur, lt us act acordng to the dictats of tru onr & impartial justis.

But I wil argu the possbility & fesblns of this projct, from what has alrdy takn plas in our litrtur sinse the comnsmnt of the last sntury. We hav sen, in our da, considrbl improvments, *altrations* at least, in our ritn languj, our styl of composition, & som in our alphbt. Ons we had but twnty-for ltrs, & cald z czrd, & usd much the long s. I hav bfor sujstd, that I wl rmmbr whn som ltrs now silnt wr thn soundd. We ons had s-h-e-w fr *show*, m-u-s-i-c-k fr *music*, f-a-v-o u-r fr *favor*. In ths xampls, tho the rong ltr is rtand, yt one is thron off as usls. We hav bgun to thro off som of our vrbl trmnaſtions, as *al* from classical, & *ment* from advancement. Now, why shud not this dsirbl chanj, hitherto so partial, suprfisal & slugsh, by use of propr mens, lik othr thngs, *bcom radcl & rapd*, & in som fw yers b accomplshd? Lt us tak strong intrst in this thing ourselves, & by al mens endvr to creat one in othrs, & then b lokng out fr dsirbl & gloriſus rsults. But I bg, lt no pepl of influens r authorty, no parnts r techrs, no frnds of thr country r of mankind, dscrj r hindr this so grat, so nssry, & so bnvolnt a wrk.

Howvr, aftr al, the grand prlimnry to a jnrl rsption to a plan fr this rfrmation is, that *by its jnrl mrt* it b found wrthy of adoption, & that this wrthins b xtnsvly promulgatd & knon. Lt this sujstion cal to my aid, from any ladis r jntlmn of litrtur & bnfisns, such hlp in this arduus wrk as they ma b abl freely to contribut, that a plan fr rfrmation b soon brot as ner as posbl to prfction, & srculatd ovr the nation, & among al pepl ho use our languj.

I wil now gv yu som rmarks naturly subsqnt to a rformd alphbt & orthogrphy, & an ansr to the chef objctions.

The forms of the ltrs, in both ritng & printng, shud b kpt as ner alik as the natur of the cas wil alow. This wud gv grat fasility in lrnng the art of ritng, & in redng that which is ritn by othrs.

The vowels ar xactly the sam in nam & signfication. The consonnts ar brot as ner this rul as thr vocl nams wil alow.

In ritng, the unplsnt & mbarsng busns of *dotng the ies & jas, crosing the ts, & plasng the apostrophes*, is her al prvntd.

The real sound of *a* is not afctd by being folod by *r*. Its sound til it ovrtaks that of *r*, is xactly the same in *hare* as in *hat*, & the sam in *palm* as in *part*. Al the semng dffrns btwen the sound of *a* in *barely*, and *a* in *barrel*, ariss from the dfrns in the sound of *r* in the tw wrds.—The sam ma b said of *or*, & *ur*.

Ther ar in orl comuncation mny smal variations of vowel sounds, causd etl.r by carls use, *r* by dfrnt dgres of vois, *r* by connexion w.th othr ltrs, which ar not of sufsnt importns r stbility to pay fr markng. I thrfor alow them to tak thr naturl cors & dstny in pronunciation, rathr thn multiply ltrs.

My rformd alphbt frnshs the materials fr a fair, ful, xact, & simpl rprsnntation of our spokn languj, as far as the natur of the cas, & du fasilt & speed in ritng, wil prmit.—This is al that can b resnbl rquird of an alphbt.

Any aditionl elmntry sounds which shal herafr b dscovrd, dstnghsd, & dfnd, by any ho use Englsh, r which shal b adoptd from abrod, shud not, as hertofor, b put upon ltrs alrdy xistng & apropriatd; but ech, of sufsnt consqns, shud b markd by a dstnct aditionl ltr. This wud prvnt most of the evls now compland of, & thr rerns in tim to com.

This rformation wud tnd gratly, as far as adoptd, to promot uniformty in pronunsiation—a thng vry dsirbl. Its xactns in rprsntng the propr sounds of the wrds, wud alwas tnd to this efct.

It wud b both patriotic & wise fr the mn of ltrs in Grat Britin & this cuntry no longr to b endevrng to Galsiz, Grmniz, Latniz, Hlniz r Hebraiz our languj: but, by evry mens, to *Anglsiz* it, & ad to its symtry, euphony, compactns, & dstinctv nationality.

It is probbly the fact, that aditionl primry sounds bgin at frst sloly to aper among the ilitrat in som rugh uncouth xclmations. Aftr a laps of tim, mny of thes bcom nouns, & obtan thr varius atrbuts, dfntvs, & conetvs, & finly aquir a rspecbl standng in languj. Thus, the primry sound of the Hebrws & othr orientls, *ah*, r a modrat sound of *a* as in *part*, broken off suddenly with an asprat r a consonnt, as in *ah! pas*, is taking its plas, tho a vry modst one, in our languj, & dos justly dsrv to b markd by its own dstnct ltr, which I hav givn it. The cas is similr with rgard to *o* as in *oh! ston*, *spoka*, which I hav also acoinedatd with a ltr.

I tak it as a grantd doctrin, that the hol lgitmt objct of alphbte ritng is to rprsnt to the siht, *as acurly & as simply as posbl*, the sounds of spokn wrds. Hns, the ritn languj shd alwas b seekng conformity to the spokn, rathr thn the spokn to the ritn. This wud entirly prvnt al futr dsgremnt btwen our orthogrphy & our ortho-

epy, & mor fuly rprsnt the epistolry ritrs livng & knon sounds & tons usd in his conn convrsation. But it al the elocutionry authorts & influencs in our euntry & othr euntrs usng English ; It al the puble spekrs, & the authrs & publshrs of standrd wrks, constntly use thr endvrs to promot uniformty in pronunciation, & of cors, on this plan, uniformty of orthogrphy also, whervr our languj is usd.

Objections Ansrd.

The ritng of languj aros among pepl in a gratr r ls dgre unprovd, & is therfor liabl to grat imprfcton. Hns, it dos, lik othr thngs howvr dscult, aftr a nation hav beom far advansd in sivilzation, dmnd, grat altrations fr the btr. This argumnt is avalbl with rgard to evry othr consrn of humn sosiety ; why not, then to this ? The chang herin proposd wud b a vry chep & efisnt instrumnt to urj fr-wrd our puble intrsts & onr. What dir calamts ar we stil endurng by mens of the lprus produc tions of the dark & almost barbrus ajs, which ar now pondrus clogs inded to our caretristic entrpris & enry. How long shal they rman fr our grevus nationl injry & sham ? Hav we not in us stil, som *Saxn*, som *British* blot ?—som Amercn counsl, skil, & indpndns ;—som Yanke injnuty & fors, that we ma spedly dmolsh, r *whill awa*, ths sor evls entald on us by our onrd, tho rmt & unprivljd, ansstrs ? Then, It the hol b string in us & *among* us, til ther shal rsult an achievmnt & a glory such as the wrld has nvr sen. Ay, indeed, it is hi tim that this grand afair wr acomplshd, r wl in progrs ; fr truly it *shud*, it *must*, b don ; ya, morovr, it *wil* b don, if our combind entrpris & curj, skil & enry, sa so.

Tho it seems I miht stop hre with this jnrl ansr to al objections, yt, I wl com down to som particuls, & use frthr endvrs to pasfy the objcts felngs.

1. It wl obstruct the privlj of futur etmologcl resrch. I ansr : Prhaps not one in tn thousnd wud evr hav ocason fr this. Prsns aquantd with othr langujs miht recognis our wrds of forin origin abt as readily from thr sound & Englsh menng, unitd, as from thr drs. But, aftr al, the chef objct of snekrs & ritrs, philolojsts & lxcogrphrs, shud b to kno the *prsent* Englsh r Amrcan vrnaculr menng of wrds, irspctiv of origin r drivation. Bsd, the nativ orthogrphy of al forin wrds, the orijnl of our wrds drivd from othr langujs, & the old orthogrphy of al our own wrds, *as far & as long as nssry*, miht esly b plasd in som of our dictionrs, r al of thm, fr nedd acomodation ; & al this, on the rformd mthod, wud not mak thm so larj as they ar now.

2. The boks alrdy in xistns wud beom usls. Ansr : 1. Non val-
ubl *ned* b lost, & fr the los of the rst no one shud morn. 2. Both
alphbts miht b lrnj whil the chanj is forming : thus al, fr a nssry
trm, miht b abl to red & rit in ethr. 3. Fr consulting ansnt rcds,

& othr fortuitus occasions, the old culd b lrnd in tims to com as esily as in tims past. 4 Al boks wrthy of it wud b, in du sesn, rprintd in the nw drs, & culd b affordd chepr thn now.

3. Authrs, publshrs & boksdrs wud sufr los in old stok. Ans : The chanj miht b, & doutls wud b, rgulatd by ths, & b so gradual as wud giv fair oprtunty to d spos of old stok, & clos that mod of the manufatur. Bsids, the diminution in the xpns of printng, & the naturl ris of boks in proportion to this dminshd xpns, wud probbly mor thn cansl al los, evn that in stereotyp plats.

4. The old hard, dry, tirson mthods of primry lrnnng, tnd to dsplin the mind & improv its facults, espesly the mmry. Ans : But the esy, plsnt, & intrstng substtd lrnnng, al profitbl in itslf, wud surly do much mor twards this vry importnt objct. This is the detat of natur, resn, comm sns, & xperiens. Bsids, the succs of this projet wud doutls produs a grat & blsd rvelution in the afars of comm erly education, & caus the tim, caretr, & abilts of childrn to b wrth mor at twlv yers of aj, thn they usuauly hav ben at sixteen. Ther is, in truth, somthing mor agreabl & usful fr childrn to lrn & to do thn to b, fr yers of thr presus tim, to lng, & dlvng, & plodng, in most dstrsng & ruinus confinmmt at the stranj & drdful old alphbt & orthogrphy, evn if it wer nothng but givng nams to stns in the wal, or the tres in a grov, & comitng thm to mmry ! Now I shud not think that any wud agn mak this objction.

5. Al redrs & ritrs must relrn to red & rit. Ans : The xpns & inconveniens of chanj hav, in this plan, ben avoidd as much as posbl ; & I hav no dout, & that from actul xprmnt, that good redrs & ritrs in the old wud lrn to red & rit in this, with propr asistns, tho sloly at frst, *in ls thn six ours.* Dxtry & sped wud, of cours, b acquird by use & habit. Lt non, then, b grately trubld any mor on this scor : fr it is no grat asar to lern the forms & uss of 17 nw ltrs, whn the sounds ar alrdy familir. I trust that this mity objction wil now no mor b urg'd by pepl of sens & wisdom.

6. Childrn, by much hlp & stimulatng, usuauly gt cvr, somehow, the chef dseults in the old litrtur bfor they ariv at the propr aj fr critsing thes matrs, & soon frtgng, vry much, the formr toils & sufferings, the pjudss becom strong in favr of the old ritn languj. Ans : Aply this argumnt suesfuly to al subjects, & ther is an end, at ons, to al improvmnts. We hav alrdy ben govrnd quite too long by the prepositions, the erly notions & whims of chldhd, & the imperius & snsls customs & authorty of the sini-bnited by-gon ajs. But ful gron mn of the prsnt evntful & improvng aj. & of this fre & enlitnd cuntry, shud dlivr thmslvs of childsh & haf-barbarian tramls, & dar to arch, & think, & speak. & *act also*, fr rmoving the innis evls that enrap our presus xtnng, & improvng litrtur, & dpriv it of haf its valu.

CLOSNG ADRS ON THIS SUBJCT.

Durng how mny *more* yers & jnrations must the entrprisng postrty of the brav stlrs of this cuntry, indeed our own der children, b unssrly subjct, in thr ductl & forming aj, to the cruel labr, the toimintng vxation, & the tirsom, stupifying, & dltierius confinmnt, imposd on thm, as it was on us, bfor das of inaturity & indpndnt inquiry ; & al that too, by blind atchmnt to the awkard, clownsh, cumbrus, hideus drs of our rfind, powrful, harmonius, & dlitful languj ? In the nam & prid of our cuntry, & of al the Englsh ras, I do bg fr our admrbl languj a drs sutd to its caretr & mrt. Do not, I entret yu, dem me sacrlejus & monstrusly wickd, & dsrvng Hvns vnjns, fr dnounsg & blasphemng that paltry, shapl s old idol, the cors & bunglng manufactur of partly sivilzsd pepl, long ago pasd awa & gon ; altho it did, at vast pains & expens, rsev yur obedient dvotions som four r five yers of yur othrws brilliant & promisng chldhod & yuth.

Had a longr, a hapier, & a mor productiv cors of naturl, plain, intrstng, & usful orl instruction bn jnrly usd with chldrn, & had they not ben put to artfsl litrtur til abl to invstgat fr thmslvs, this nedd rfrmation wud, long ago hav bn acomplshd, & that, too, esly & frely, without *rub*, & *tug*, & *strif*.

Alow me hre fr a momnt, lik a tru Amren, & a son of the old Bay Stat, the sntr of Nw Englnd enrj, indpndns, & glory, & with the intrpidity of a patriot, phlanthropst & Christn, to atak som of our old educationl customs, as our onrd fathrs did thos of long continual rlijus oprson, & civl tyranny ; & we wil rjois that the conflict ma b prosecut & victry won, without shdng blod, & multplyng widos & orphns.

Quite too erly in the lif of our young, activ, sosl, imtaty feloblings, hav we dropd, if we evr bgan, fre & plesng orl, medl, & sampl instructions, adminstrd kindly, simply, & insdntly by afctiont parnts, r assistnt parnts, & shut thm up in scols, & confind thm to artfsl litrtur. In this, truly, we hav xactly rvrsd the just ordr of thngs. We shud hav *bgun* with natur & *endd* with art ; r, in othr wrds, we shud, in the grat consrns of education, hav mor obediently, fathfully, & entirly, folod naturs dctats, from the frst dawn of physcl, snstiv, intltual, & morl xistns, & shud hav continuud thus to do, admntng art insipiently & occasionly to asist natur in hr wis bnifsn & g-d-lik oprations.

Thruly rform our ritn languj, & lrnng to red, spl, & rit, wud b so esy that forml scols & st lsns, in sor & ruinus confinmnt, wud totly usls. If the previus education b riht, ths valuabl accomplishmnts wud, in proprr sesn, b soht aftr, & obtand insdntly, lik othr kinds of evry-da busns. Yn ma, thrfor, safly lt artfsl lit tur alon, til childrm shal hav arivd at considrbl aj & maturity ; & evn then yu ned not hry r prs thm forwrd in it, *providd hower*, that they, as

uch as posbl, undr the care of parnts, r asistnt parnts, thr naturl gardians & techrs, hav thr tim proprrly dvdd btwen intrstng, fre, & saf recreations, proprr manual labrs, & a good systm of orl, modl, & sampl instructions, advansng spontaneously & dlitfuly *tards* artifl litrtur, & *into* it, as they aprooch adult yrs. Lt ths b the naturl tndnss, & ths the sur rsults of any nw r improvrd systm of a jnrl primry education, & then do what yu ples with the old comm scols: only do not, at such vast expns, privation, & sufrng, alow thm to stun, & stunt, & stupfy, & stagnat, & stultfy, our der, afctionat, spritly, & promsng childrn.

I rjeis that the pepl of this country, the cradl of sivil, litrry educationl & rlijus liht & librrty, ar wakag up, tho sloly, to this vastly importnt objct, & bginng to dscovr tñ errs, & the naturl & efectual rmedis. This I trust, in its onwrd progrs, wil contribut much tñds the jnrl improvmt & hapns of the risng jnrtions, & much also tñds the radcl, thru, & timely rform of the xtrnl drs, & the oculr rprsnntation of our wrthy & dl-tfsl languj.

Al herin contand is prsntd to xcit atntion & discuson, critsim & corction, as an esa tñds prparng fr futur adoption al nssry improvmts in the elmnts of our swiftly-sprdng litrtur.

Afr al the xpns, & long & sver toil, amidst mny embarsmnts, dvtd to this hol consrn, & afr bringng it as ner to what it shud b as I shal probbly b abl soon myslf to do, I now freely ofr it to my nation, & to hr mothr country: askng no gratr rward thn its effsnsy in advansng thr physcl & morl, thr mntl & sosl improvmt.

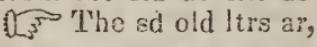
A RADCL IMPROVMNT IN THE OCULR RPRSNTATION OF OUR SPOKN LANGUJ.

In amng at this objct my frst stp is, *throing out al usls ltrs*, r such as ar not nssry to giv the redr an idea of the spokn wrds. This has, in difrnt dgres, bn shon as an insipient xprmnt in this bok. Whn carid to its ful xtnt, it wil, on a jnrl avrj, shortn fr m the old nethod, about *one forth*, & say the sam in the xpns of al ritng, al printing, & silnt redng, & say also *one haf* at least, in that of lrng to read & spl. This stp admits of no nw ltrs, & dos not much embars the redr. Of cors, if no frthr stps wr to b takn, surely this wud b a vry important objct in itself, & al ritng & printng shud b imediatly don accordng to it; & *what objction culd b made to it?*

The nxt stp consists in the introduction of an English alphbt made ovr & completd, r brot up to the improvmts of the tims, & of the spokn languj. We shud hav as mny ltrs as we hav importnt, primry, insprbl sounds, which, as I & mny othrs think, ar forty, that ech sound ma hav its own one dñct appropriatd ltr to giv *a tru & invariabl rprsnntation* of it to the y, & ech ltr its own one dñct app-

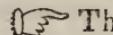
ropriated s und, (with its slight variations in use,) to represent it to the ear. Now we have in fact *but twenty-thre availbl ltrs*; the othr thre, *c, q & x*, being used only as *unssry substtuis* fr othr ltrs. Therfor, aftr redusng the old twenty-thre ltrs, ech to its own one primry & most naturl sound, we *ar undr absolut & prssng ussty of havng svnten nw ltrs*. Whn ths ar made & allowd, we shal then hav forty ltrs, one fr ech & its own sound. Of cors whn a ltr is sen its sound is knon, & whn a sound is hrd, r imajnd, its ltr is knon: Just so of a sylbl & a wrd. A sure consqns of al this is, that, whn any hav lrd the remodld alphbt truly, they ar priet splrs at ons of evry wrd in the languj; & prct redrs also, xpt that *speed* is acquired by practs, *acsnt* by authorty, & *al pauss & modulations of vois* by the sns & menng of what is red.—Astr the thrd & last stp is takn, (shon at larj in the sixth redng lsn printd in the nw styl:) the xpns of lrng & usng chirography, r hand-ritng, and that of al printng & silent redng wil, fr comn use, *b rdusd about one half*, namely; the frst stp, r throing out the usls ltrs, rduss about one forth part;—introdusing the rformd alphbt, about one eith, & the thrd stp ma mak up the complement of *one haf*. Now is not this an objct of imns valu? & is not its truth plain to evry canndl invstgtr?

I wil now inform yu as planly as I can about my remodld alphbt of forty ltrs, & my nw mthod of spng concld thrwith.

I allow of no captl ltrs of disfrnt form from the comn.—I altr the forms of *i* & *j* to prevent the dots, & the ritn *t* to sav the cros.—I wil frst giv the twenty-thre old ltrs, acordng to the old aranjmnt, & the nw ones by thmslvs, ech havng undr it, its nam as ner its sound as posbl.—To sav for the prsent the xpns of nw typs, I use varius marks, alrdy in typ, dsning to hav finaly *as good an alphbt* as can b made on the prinspls of completns, *distinctns*, *conveniens* & *buty*; & one, whch, varyng from the old as litl as posbl, in consistns with ths four prinspls.  The sd old ltrs ar,

a b d e f g h y j k l m n o p r s t u v w y z
ae be de ee fe ge* he ie je ke le me ne o pe re se te iu ve we ye ze.

* as in gig.

 The nw ltrs ar,

Spap. Nam. Description & Menng.

a ü, the invrtd italic v, usd fr *a* in part;

a awc, the italic a, usd fr *a* in hall;

o ôô, the invrtd captl g, fr *o* in prove;

A ah, the romn v invrtd, fr *a* in hat, hare;

v äh, the italic a invrtd, fr *a* in ah! grass, fast;

Shap.	Nam.	Descriptiou & Menng.
ꝝ	oh,	h invrtd, fr o in not, nor ;
H	oh,	the captl h, fr o in spoke, oh ! coat, throat ;
ꝧ	uh,	smal e invrtd, fr u in but, bur ;
ꝧ	eh,	the figr 3 invrtd, fr e in entr ;
ꝧ	ih,	the figr 3, fr i in pin ;
v	ôh,	the italc v, fr o in wolf, & u in ful ;
J	eng,	the r invrtd, fr ng as in song, n in plank ;
ꝝ	she,	the y invrtd, fr sh in shal, sash ;
B	zhe,	the captl b, fr s in plsr & z in azr ;
ꝝ	the,	the old q, fr th in think, pith ;
L	the,	the captl l, fr th in thus, bathe ;
C	che,	the old c, fr ch in church, chin, such.

Of the 17 nw ltrs, the frst 11 ar vowels ; the othr 6 ar consonnts. Whn yu hav lrnd ths 17 nw ltrs, yu can thn read the lsns that soon folo.

The sam alphbt plasd in philosophel ordr, & dvidd into fiv class, accordng to thr varius naturs.—The italsized ltrs in the xmplfyng wrds, giv the sounds prsly.

FRST CLAS.			Shap.	Nam.	Menng.
<i>Long Vowls.</i>					
Shap.	Nam.	Menng.	ꝝ	oh	not, wash.
a	ae	late.	H	oh	oh ! spoke.
ä	ä	part.	ꝧ	uh	but, bar.
ä	äwe	hall.	ꝧ	eh	pet.
o	o	note.	ꝧ	ih	pin.
u	iu	June.	v	ôh	wolf, ful.
e	ee	mete.	THRD CLAS.		
y	ie	fine.	<i>Vowl-Consonnts.</i>		
ö	öö	prove.	Initials.		
SCOND CLAS.			w	we	whn.
<i>Short Vowls.</i>			y	ye	yur.
A	ah	hat, hare.	h	he	her.
v	üh	sirah, ah!	A Final.		
			x	eng	eng.

NOTE.—The remanng 20 ltrs hav ech tw nams—the frst fr the fore part of a sylabl, the othr fr the latr part. This wud aid the mind in apprehndng the sound, & the orgns of spech in utrng it.—Whn r is the frst of othr ltrs in a sylabl, it shud b cald *re*; but in evry othr cas, *er*.

Shap.	Nam.	Menn.
l	le—gl	<i>lull, litl, lily.</i>
m	me—gm	<i>mimic, spasm.</i>
n	ne—gn	<i>nine evn, nun.</i>
r	re—or	<i>roar, our, run.</i>

FORTH CLAS.

Consonnts in cognat pars; the frst of a par, clos & sharp; the othr mor sounding.

A	she—gsh	<i>shun, sash, rush.</i>
B	zhe—gzh	<i>plsr, azur.</i>
S	se—gs	<i>sens, sincer.</i>

Shap.	Nam.	Menn.
Z	ze—gz	<i>zone, bronz.</i>
Q	the—gth	<i>think, pith, sloth.</i>
L	the—gth	<i>then, thithr.</i>
F	fe—gf	<i>fife, fifty, offr.</i>
V	ve—gv	<i>valv, vivid, vois.</i>

FIFTH CLAS.

Four pur muts, with thr corlvs, the latr of which hav a vry litl sound.

C	che—gch	<i>church, chin, such.</i>
J	je—ej	<i>gem, gingr, just.</i>
P	pe—gp	<i>pipe, pope, prop.</i>
B	be—gb	<i>babe, bun, bubl.</i>
T	te—gt	<i>trot, strut, stutr.</i>
D	de—gd	<i>did, deed, trod,</i>
K	ke—gk	<i>kik, cat, chord.</i>
G	ge—eg	<i>gag, gog, gogls.</i>

—40

NOTE 1. Englsh, at the prsnt da, has no sprbl triphthongs.

2. It has thre sprbl diphthongs only; namly, *u3, vr, & a3*. No one of ths shd hav an alphbte ltr any mor thn *mn* othr sprbl combinatns.

3. It has svn insprbl diphthongs, if I ma b alowd the xprson, which ar *prinry*, but not simpl. Ths must hav ech its own alphbte ltr; as *a*, found by its peculr sound trmnatng with a vry liht *3*; *y* is found in a similr manr; *j*, of *d* & *y*; *r*, of *ə* & *r*; *u*, of *3* & *u*; *w*, of *w* & *v*; & *y*, of *y* & *e*. The sounds rprsnsd by ths ltrs ar so closely united that spration wud produs dstruction. In som of ths ltrs one sound gratly predomnats, as *a*, *y*, & *u*; in the othr, not, as *r*, *j*, *w*, & *y*. I think *wh* as in *whn*, blongs not to this clas, as som mantan; but is sprbl, lik *pl*, *br*, &c.

4. It is my jujmnt, that we hav four pars of corlvs vowel sounds of ech of which are distinguishd *by length only*, as *a-u*; *a-n*; *c-h*; *ə-v*; & the othr 8, lik the 8 vowel-consonnts, hav no rlationshp to othr sounds.

THE THRE STPS IN MY PROJCT FR RFORM, AGN
STATD & ILUSTRATD.

1. Throw out al usls ltrs. This bok is ritn on this prinspl in difrnt dgres.

2. Introdus my remodld alphbt of 40 ltrs in adition.

3. Ad a tabl of singl caractrs fr tw r mor alphbts ltrs, & mny spel abrviations of vry comn wrds & parts of wrds.—Ths stps, wl takn, wil on a jnrl avrj, fr comn use, rdus the xpns of al ritng, al printng, & silnt redng, *one haf*. Fr illustration, I wil hre giv anothr & longr sntns in four difrnt forms, the ltrs of ech being numbrd.

1. *The old mthod.*—You should acquaint yourself thoroughly and in season with your own rights and property, your abilities and general advantages, and employ the whole to good account for yourself and the world. Wherefore be neither heedless nor negligent in your common affairs.—No. of ltrs 214.

2. *The frst stp at shortnng.*—Yu shud aquant yurself thrly & in sesn with yur own rts & proptry, yur abilts & jnrl advantjs, & employ the hol to good acount fr yurself & the wrld. Wherfor b nethr hedls nr ngljnt in yur comn afars. No. of ltrs, 156. Hre 58 ltrs ar thron out; mor thn one forth.

3. *The second, at the sam.*—yu haf akwant yurself qrl3 & 3n sesn w3l yur on ryts & pruprt3, yur ab3ltz & jnrl Advantjz & emplq3 L hq1 t3 gvd akvrt fyr yurself & L wrld. whrfor b nethr hedls nr ngljnt 3n yur kunn afars. 144.—70 ltrs savd.

4. *The thrd stp at do.*—u haf akwaz yrslf qrl3 & in sezn wl yr on ryts & 5uprt3, yr ab3ltz & jnrl Advantjz, & 3mp16 L hq1 t3 gvd akvrt f yrslf & L wrld. wf b nethr hedls nr ngljz in yr kmn afars. 125.

89 ltrs savd, 18 ls thn one haf.

Aqrt & ez3 lsnz 3n L nu alfbt fyr reds & spls.

NOTE.—Ths lsns ar numbrd by the arbc & romn numrls & by words also.

lsn 1—frst—I.

my ma, 3z 3t yu? ys, 3t 3z y. H! my pa 3z ep so hy. pa, lt jo go ep t3 yu. jo, go ep t3 pa. se 3f he 3z so hy ep az pa. o ys, he 3z. La ar t3 hy ep 3n L AR. ma, d3 se. o d3 b t3 es, pa. lt mo b qn L ne. wl, so we go qn L ne, 3n L le. ma, lt es al go ep t3 pa. o wl, so we ma. yl se 3f y ma b qn L ne ov my pa, o b t3 me, qn my ne, pa sz.

lsn 2—skend—II.

3s jo ep qf L3 bd? no, he 3z yt 3n bd. sa, 3z hc df? o no. Lngt ep jo; y sa so. An, go 3n, Lngt qn, & go ep. wl, my jo, 3t 3z

tə yu tə no, yu ʌl tl no ly. o pa, yl tl no ly. se ma, ʌc 3z əp tə əs. hə 3z 3t ma? 3z 3t pa? ys 3t 3z. my ma, də yu tl me a ly? o no, my jo. y tl yu no ly. o wl, ma, 3t 3z my on der pa.—wl, my jo, 3t 3s tə yu r tə me tə go tə se 3t L bez ar ʌn L le. se! y ʌm 3n my pn; so 3z my hn. n! nn! It me go tə gt tə jo.

lsn 3—qrd—III.

l. ok 3z so hy əp 3n l ar. o ma də se me go əp hy ʌn L ok. o se! y ʌm əp so hy! də, my pa, b əp tə me so hy ʌn L ok. ma, ma y go əp tə-də, tə se pa 3n l ha? ys, ʌn, yu ma go. o, se pa go. It es et ʌy; L n It es go tə se pa mo.—yl go 3n, ma, tə go tə bd. 3z pa 3n? ys, pa 3z 3n. pa, we ma et ʌy. o jo, sa yu so? tl me no ly. o no, pa, lo y ʌy, yl tl yu no ly. 3z ʌn 3n? ys. wl, It hr b by my ne. go, ʌn, la it əp; L n go tə bd.

lsn 4—forq—IV.

o se L kat, ly ʌn L mat, tə wqc L rat, nnv se L ʌyq, rən 3n L buq, tə kac L buq. də f3t L bd wl fqr my hd. mak 3t so flat az 3z a mat. dryv L sly nnv, vvt qv L hnvs. o, It es go, tə se pa mo. der ma w3l bak əs sem ʌvd kak. y w3ʌ fqr nnv, bat whqts my on. se hnvs L bu3z də lev L tq3z. Its sk3p and hq, ʌn L h3l-tq. kəm It es jəmp, bat gt no bəmp. əp tərəp, and pəmp sem wət fqr əs.

lsn 5—f3fq—V.

he levz yu əlon. də ma mak me sem kak. L jəg standz ʌn 3tə bu:təm lyk ə pvt. lo y pns qrd L gat, y w3l nqt It L p3gs 3n. y wantə kwqnt3t3 əv frʌ hən3 and waks, kqkltd by L bəz3i bez. pa, plez tə g3v me ə part əv L cr3z. h! whqts L at ʌn my qrnt? ə beg; nuk 3t qf, də. g3v me a bvk. L ar 3z ə trbr 3n ə ʌvd ʌvk. go fijnd yur pns3l. mə, y lev j3nərbrd. wl yu plez tə mak me sem? pa, jən wqnts on ʌks, tə kat w3L. hnvs inəc wrd wən kast? o, abvt f3ft3 snts.—də qlwa st ə ʌvd egzampl, mar3.

lsn 6—s3ksq—VI.

Shong the Thrd Stp at Shortnng.—no səvnd nssrl3 3mplyd nedz tə b markt, gspf3l3 g and ə; ʌz b-t-r fqr b-g t-ə-r; s-l-r fqr s-g-l-ə-r. whn L vokl nam əv ə kqnsənnt əz ə wrd, It L at kqnsənnt stand fqr L wrd; ʌz, L ltr b fqr L wrd be; L—le; y—ye; s—se; &c.

sem s3l karaktz tə b yuzd at plbr fqr tu ltrz, ər mor; ʌlsn, sem abrv3zəvənz; ʌz, & fqr and; ə fqr and-so-forq; 6—q3; 8—ve; x—ks; 2—nt; 2—ən; t—st; fr—frqm; 3—3t; f—fqr; v—əv;

z—3z ; q—wqz ; n—nqt ; nl—naml3 ; c—wh3c ; ls—l3s ; lz—lez ; hz—h3z ; t—tə ; wl—w3l ; lt—lat ; mc—moc ; mo—mor ; mi—most ; lf—lrfor ; wf—wharf ; wh—whqt ; wn—whn ; wa—whar ; Al—yal ; fr—fvd ; wr—wvd ; kd—kvd ; bn—b3n ; la—lar ; u—yu ; yr—yur ; ə—hə ; əz—həz ; əm—hem ; a—at ; hv—hav ; ha—haz ; kn—kan ; sc—soc ; 8—n8 ; hms—h3mslv ; lms—lmslvz : g—ged ; br—btr ; r—qr ; ga—grat ; gr—gratr ; g—gratst : nr—nʌr.

abrv3af2z & karaktrz f səm parts v wrdz ; az, nt fqr 3ntr ; k—kqn ; km—kqm ; x—gx . 9—g9 ; d—d3s ; sb—səb ; su—supr ; srk—srkəm ; ts—trans ; m3—m3s ; q—kw ; 5—pr ; 4—pre ; e—er3 ; 7—re ; ə—de ; ə—3m ; n—gn ; ə—pl ; ə—fan.

lSN 7—svnq—VII.

səm gd mqrəl rəlz f yər pepl 3n l nu əlfbt :

1. It nyt yr feliz & fəns3, yr 5opnsts & prjuds rənəwa wl yr dskrf2 & ʃɔjmz, yr w3ts & w3sdəm.

2. g3: al kreerz az mc l3brt3 az la w3l yuz & nyt abuz f lf' on 3nɔ:3 ər lt v əlrz.

3. də nəqı rai r 2wrl3 yrslf, nr try tə mak əlrz. h8 wv u fel, ʌv u, by xəmpl ər əlrwys, b l kr3mnl kaz v gti yr brəlr, r yr skəlmət, r yur plaflo, r ən3wən gls, 3ntə l ətats pr3sn, r əpqn ə galoz ?

4. kal nəqı qnreb1, r manl3, lat z rai n 3tslf, & ʌv nyt b dən.

5. kal nəqı lo r dgradı lt z ryt & ʌv b dən f gyd, r f yrslf, r əlr kreerz.

6. a ly z wlholdı l trəq, wa la 3z a ryt tə no 3, & z lf a grat & bas krym. a vr3 ʃnjur3əs, dzynd, & men ly ma b told by mer sylns.

7. nyls & rfyi:mz, rycəns & bəvəlns, ənlytnd & syls ʃərəz, zəls & tmprt gnrj3, ʌo b wl yu, ərl3 & kqntnl3, əbəks v vr3 ser3əs & qrə rfski, & ə ərai knsn.

8. 3f yu wd kəm ner 5fk1 in gvd manrz & soʃl mqrlz, ln kns3dr wl & kyndl3 l kd3A2, feliz, & tryəlz v əlrz. injr & insəlt nən, əspəl3 fem.dz, l ajd, l d3fəz, l pər, l ətranr, l 2ʃqrcunt, & ləz lt d3fr fr yu. ʌ2 prəds, r 3 w3l can u t 3gnrns & fql3, s3n & m3zr3.

lSN 8---atq---VIII.

9. nvr gratsy r ən3c yrslf by injr əlrz. əvəd al sc mens & s3n. dont by rai wrdz əf3kt a pər, mak yr məlr wep, r yr brəlr, r s3str r yr eyld, əyamd v yu.—lz matrz ar əsnəl f əsnl, dəmək & ənrl ənrl & həpns emər mn.

10. al g, wl brd, & rspktbl c3ldr w3l qnr & əba lr falr & məlr, lev lr s3str & brəlr, & b s3vl & kynd t ec əlr.

11. trəbl yr nabrz az l3tl az pqsbl, & də lm al l gvd yu kan. h lt goz bgoz goz sqzoz, az d4ktr fr4nkl3n sz. w3qdra ly fet fr ly nabrz h8s, az sqləmn sz. də g t al mn az u hv qprtunt3, as pal sz. 3 z mo blsd t g3v ln t rsev, az jezoz kryst sz.

12. st ə hy valyu qn t rə kr3sc3nt3, r l real gyspl v l sən v gqd, rveled in l bybl. f y q3nk 3 z jnrl3 al8d, evn by l mo dzrn: & kandd 2blevrz, lt nəq1 gls dəs so wl f l jnrl bnst v mənkynd in ls lyf; nəq1 so tndz t xtrpat dgradz & ru3nəs 3gnr2s & vys, 2kyndns & d3rui, in3qt3 & rvnj, kruqt3 & mrdr, uprə2 & war; lt nəq1 so tndz t inspyr mucuel kyndns & kynfdns, & t mak pepl də ec əlr g & nt evl, al l daz v l lyf.-bət f trə blevrz, 3 opnz t vñ l wa v pərdn & gvrlati lyf, affordz l mynd 2spēkəbl nəgəməz her, & animats l sol wl ceri & syld hops f l fucr. ttryv ln t sian, dfnd, & 5ypəgat l pur 2krəptd kr3sc3nt3, & l glor3es gyspl v l blsd gqd, az an in3ruməz v g t mənkynd.

lSN 9---nyNq---IX.

l valyu əv w3zdm. ə bybl xtrakt. (job 28 : 12—28.)

wl w3zdm b f8nd? & wa z l 'as v 2dr3nd3: ? man noqq nt l 5y: lrqv, nelr z 3 f3: d in l land v l l3v1. l dpq sq, 3 z n in m; & l s sq, 3 z n in m. 3 knnqt b gqtn f gold, nelr wl s3lvr b wad f l 5ys lrqv. 3 knnqt b valyud wl l gold v ofr, wl l 5əos onx, r l s4fyr. l gold & l kr3:1 knnqt eq1 3; & l xcanj v 3 wl nt b f jc3ls v fyn gold. no mnf2 wl b mad v kqrl, qr v 5lz; f l 5ys v w3zdm z əbəv rubz. l topaz v eq3op3a wl n eq1 3; nelr wl 3 b valyud wl pur gold. whns ln kəmq w3zdm, & wr z l 'as v 2dr3nd3:, se3: 3 z h3d fr l yz v al l3v3:, & kpt khs fr l f8lz v l ar? d4rakə2 & dq sa, we hv hrd l fam lrqv wl 8r erz, gqd 2dr3ndq l wa lrqv, & h no3q l 'as lrqv. f h lvkq t l gndz v l ərq, & se3q 2dr l hhl hvn; t mak l wat f l w3ndz, & h wa3q l watrz by mbr. wn h mad o dkre f l ran, & ə wa f l lytn: v l q2dr; ln d3d h s 3 & dklar 3; h 4pərd 3, ya & sred 3 8t. & 2tə man h sd, bhold, l fer v l lqrd, lt z w3zdm; & to dpart fr evl z 2dr3nd3.

NOT.—In this lsn, as it stands in the Bibl, ther ar 1092 ltrs.

Fr xprsg the sam in the nw alphbt, I hav usd 645 “

The diffrns is 447, a litt ovr 2-5.

lSN 10---tnq---X.

w3zdm 5sqnfyd. a bybl xtrakt. (prqv. 8 : 12—36.)

y w3zdm dəl wl 5udns, & fynd 8t nqj v wit3 invnə2z. l fer v l lqrd z t hat evl; 5yd, & ərəg2s3, & l evl wa, & l frord m8q də y hat. k8nsl z myn, & s8nd w3zdm; y əm 2dr3nd3; y hv tñq. by

in k3rs ran, & 53nsz rəl, & noblz, evn al L jəjz v L ərq. y ləv Lm Lt ləv m, & L0z Lt sek m ərl3 əl fynd m. r3cz & qnr r WL m; ya, durobl r3cz, & rycəsns. my frət z btr Ln gold, ya Ln syn gold; & my rvnu Ln c6s s3lvr. y led in L wa v rycəsns, in L m3d1 v L pəlz v əmər2; Lt y ma kaz L0z Lt ləv m t inhr3t subjs, & y w3l f 3l Lr trbrz.

L lqrd p1qz1 m in L bg3n1 v hz wa, bfor hz wrx v old. y wz st op fr gvrln1, fr L bg3n1, r evr L ərq q; wn L A wr no dpqs y q brat forq; wn L A wr no f8ntnz ob8nd1 wl watr; bfor L m8ntnz wr stld; bfor L h3lz q y brat forq; whyl az yt h bd n mad L ərq, nr L feldz, nr L hq1 part v L dət v L wrld. wn h 4pard L hvnz y q L A; wn h st ə kəmpe əpqn L fas v L dpq: wn h ətəb1l3d L k18dz əbəv; wn h ətəqnd L f8ntnz v L dep; wn h gav L s hz dkre, Lt L watrz əd n pəs hz kməndmz; wn h əp6ntd L f8ndaf2z v L ərq; Ln y wz by hm, əz wən brat əp wl hm; & y q dal3 hz dlyt, rj6s1 alwaz bfor hm; rj6s1 in L habtbl part v hz ərq & my dlyts wr wl L sənz v mn. n8, Lf, harkn 2tə m, o ye c3ldrn; f blsd r L A Lt kep my waz. her inrək-
k2 ə b wyz, & rfuz 3 nqt. blsd z L man Lt herq m, wyc1 dal3 at my gats, watr Lt L po1s v my dorz: f həso fyndq m, fyndq lyf, əl əb-
tan favr v L lqrd. bət h Lt s3nq əgn1 m raiq hz on sol; al L A Lt hat m, ləv dq.

Not.—The sam in the Bibl has..... 1652 ltrs.

In this lsn ar..... 943 "

The diffrns is..... 704—Considrbly ovr 2-3

A FINSHNG ADRS.

About the yer 1836, I bgan to think sobrly on rformng the ritng of our languj, fr comm use. Blevng it posbl & vry importnt, *not noing* that any othrs had, of lat yers, medld with it.

I cam t> the concluson finaly that we now hav 40 dstinct primry sounds, alredy usd in ritng, & svrl mor not yt markd, nr at prsnt of sufisnt consqns to mark.

Astr redusng our 23 avalbl ltrs, ech to its own one most naturl sound, I add 17 nw ltrs, the numbr nedd to giv ech sound its own one dstinct apropriat sound.

In April, 1843, I bgan to talk & letur abrod on this subjet, which has brot to my nolj nerly 40 othrs, most of thm lat, projectrs of a simlr rfrmation, mny of hom hav publishd thr projcs. Tn of ths, includng my own, I hav abtand. Tw ar English; the rst, Amrcn. I hav sen som othrs, & hr^d of mor. Al ths, I think, hav ben brot forwrd sins 1832.

In tw thngs, ths the most esntial, I blev, al agre, namly : to throw out al silnt ltrs, & to hav but one ltr to a sound, & but one sound to a ltr. On othr & minr matrs, howvr, ther is a grat dvrsty of opinions. Som wil hav captl ltrs ; othrs non. Som wil hav captls of the sam form with the comm ; othrs wil hav thm r mny of thm of difrnt form. Som wil hav but one st of ltrs fr comm use in both ritng & printng ; othrs wil hav a difrnt st, r sts, fr ech. Som wil hav a dstinct ltr fr the sprbl combinatns *wh*, *gz*, *oi*, & *ou* ; othrs wil hav no dstinct ltrs fr ths combinatns any mor thn fr *pl*, *br*, *sm*, &c., &c. Som wil hav one ltr fr *a* in *man*, and anothr fr *a* in *mare* ; othrs think that ths tw wrds xprs but one & the sam sound of *a*, til it ovtaks the sound of the foloing consonnt ; & just so of *u* in *but*, and *u* in *bur* ; of *o* in *not*, and *o* in *nor*. Som wil hav a dstinct ltr to mark the smi-sound of long *o* ; as in the words, *oh ! throat, spoken* ; & anothr to mark the smi-sound of *a* in *part* ; as in the words, *ah ! srah, fast, gras* ; othrs wil not. Som wil put the *h* bfor the *w*, whn they com togthr ; othrs the rvrs. Som prvnt al nssty of rasng the pn from the papr, til a wrd is finshd ; othrs do not.

Now, what in ths circumstanss can b don ? I se stranj inadvrtnss, & som grat errs, in the projcs of othrs, & they, probbly, as mny r mor, in min. Durng my som dozn yers atntion to the subjet, I hav lost non of my convictions, zel, r curj ; but much of my hry & prsnal xpcntsy. This subjet neds vastly mor jnrl & impartial invstgation & dscuson thn it has had. In this erly staj of the consrn, its most thru studnts ar lik the man partialy curd of blindns ; *they look up & se mn as tres walkng*, & ar astonshd & glad, & othrs also, *that they se so wl*. The truth is, that this is an *imns afair*, & nethr myslf, nr any othr one, r tw can rsnbly xpet to accomplsh it in one, r thre yers. If this is not alredy undrstod & realizd, it surly must b. Whn any such grat thng as the ritng of a grat nations, r tw grat nations languj gts in motion on a srtn cors, & bn going fr ajs, it is no sml matr to stop r chanj it. I ons askd the "Lrnd Blaksmtth," so cald, whthr he thot the difcultur in this cas culd b cqnqrd ? He rplid, "Ys ; but it wud b lik conqurng the British Empir." I put a simlr qstion to Salina Hale of Keen, N. Hamp., formrly a mmbr of Congrs, and alwas an injenius thinkng mn, & now somthng of an authr of scol boks ; & he

ansrd, " Ys ; but it wud b lik lvng the Grand Monadnok ;"—
(a huj mountn of flinty grant, in the neibrhod.) We ho ar engajd in this stupndus wrk must frst just sit down & camly count the cost, & harns ourslus proprrly fr the busns, & calculat *to toil, & tug, & sweat*, fr inumrbl multtuds we nvr saw, and nvr shal se in this wrld, & that too prhaps, without any rward but ridcul & scorn, prscution & povrty.

This is a wrk which consrns the hol English wrld, & the myriads of pepl ho do now use our languj, r shal hérastr ; & it cals fr the consntratd wisdn & powr of the English wrld to acmplsh it. The bst alphbt that *can b formd*, in the prsent staj of national improvmnt, *from al the projes that cn b obtand, shud b formd* ; & rsev jnrl aprobation, bfor much printng b don in any remodld one. Aftr al, evn this wud b imprfct, & lik al producions of humn art, wil ned futur improvmnts ; *nvr* comng up to natur. Of cors, ritng & redng wil nvr b equal to spekng & herng. Stil a good alphbt is the bst of *al artfsl* mthods of comunacation among mn, fr sosl profst & enjoymnt, & fr xtndng & recordng nolj.

I wil now vntur & prsum so much as to throw out *five jnrl prnspls r ruls*, r fundmntl laws, such as hav bn bfor hintd, up-on which this bst posbl alphbt shud b formd, as som gid in selec-tion fr a bass, & the finl finishng :

1. This alphbt shud contain just ltrs enugh & no mor, *that ech distinct importnt primry sound ma hav its own one distinct appropriatd ltr*. Othr carctrs to b used at plsr, in ritng r printng, fr tw r mor of the alphbte ltrs, shud alwas b considrd *an entirly sprat consrn* from this alphbt, & *nrr in it b intrmixed*.

2. Prsry as mnny of the shaps found in the old alphbt, ech with its one most comm, naturl, & orignl menng, as can b don consistntly with the othr prinspls.

3. The ltrs shud b so dvsfid & dstnct in form as to prvnt one, espfly in ritng, from being mistakn fr another.

4. Conveniens fr ritng, printng & redng, shud abov al b considrd & strictly folod.

5. Lt thm b made comly & plsnt to the y.

An alphbt formd on ths fiv prinspls, *givng ech its du*, by mn of sns, prprly acquaintd with the subjet, wud doutls b a good one.

Hre I ask yu, without the imputation of arogans r prsumtton, to allow me to la bfor yu, a fw of my thots rspectng what *can b*

don & what *must* b don, in ord'r that this grat wrk fr the imns jnrl bnft of thousnds of milons, ma, as soon as posbl b acomplshd :

1. A jnrl conviction of its nssty shud b produsd among thos ho use our languj.

2. The sntmnt must b xtndd, that we ma & shud blev, from varius strong indeatons, that the tim draws ner fr the acomplshmnt of this wrk. (Fr mor has probbly bn don within *four yers* to forwrd it, thn was previously don in *four hundrd!* —*Mny* within a fw yers, *ya, scors*, if not hundrds, hav, unbno to ech othr, bn simultaneously engajd in the sam wrk.—&c. &c.)— Ths thngs must b pushd forwrd by the voluntry esrts of any & al frndly to the caus.

3. Ther must, by som mens, b produsd a union of a grat majority at least, of the chef phonic & alphbte philosophrs & projtrs, as to the natur & presis numbr of the distinct, insprbl, substantial, primry sounds in our languj, ech of susisnt importns to dsrv a distinct markng; & also, as to the ltrng of thos sounds by dsfrnt & distinct namd marks to rprsnt them to the y.

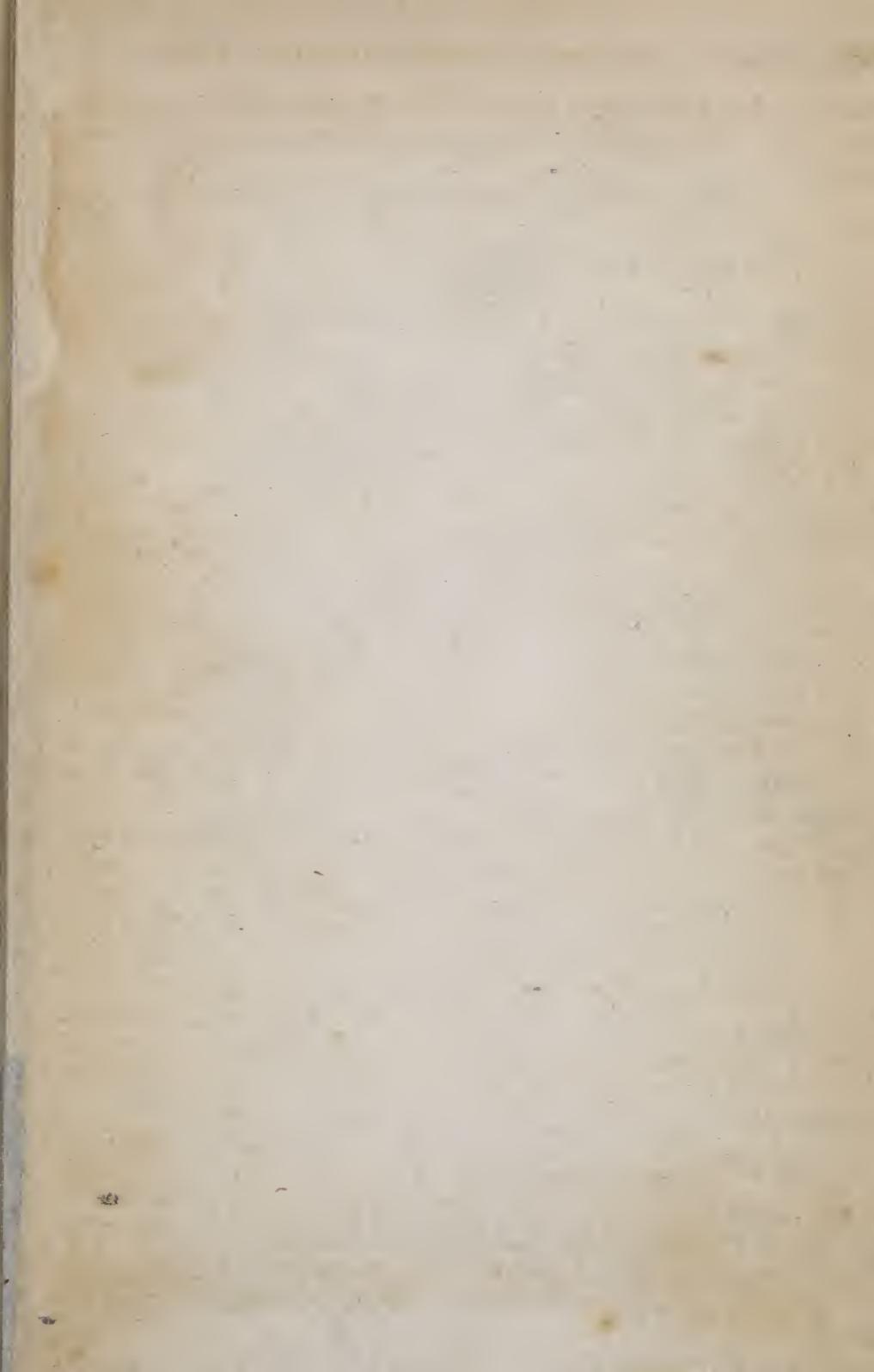
This last itm sujsts a chef diffculty in ihe cas. Ech projctr, not awar of the esrts of othr, has xpndd much on his projet with hi xpcetations of succs, & the consqnt onr & emolumnt. He is unwiling to giv up his own, & he prss it forwrd in oposition to al othr.

I hav long blevd that this mthod wil nvr with any one succed long, r acomplsh its objct. Individuals, yu kno, tho grat & good mn, did not singl handd, suesed in giving the English rase a good, & the bst posbl translation of the Bibl. But whn the propr tim had evdntly com fr the wrk to b don, king Jams & his parlimnt, lik wis mn, tok hold of it, & acomplshd it; not by individual, but by combind nationl, & unhried esrt. In this wrk also, ther must, *must*, **MUST**, b consrt of plan & action, r, I asure yu, *it is no go*. Union is strngh, and eslsnsy.



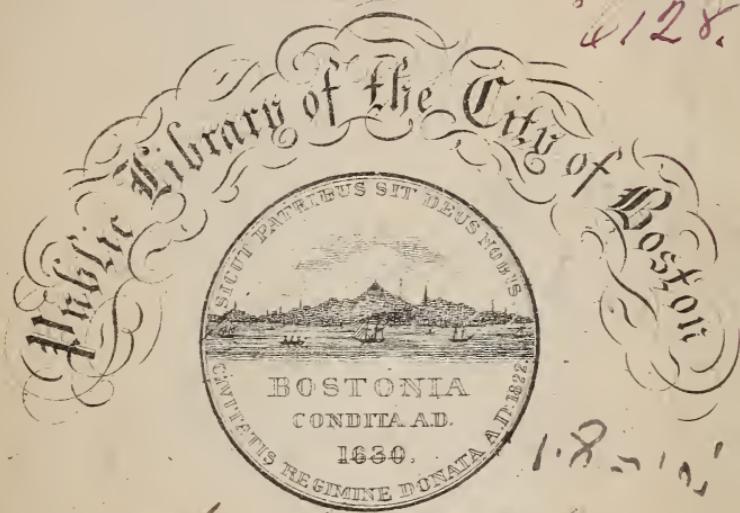
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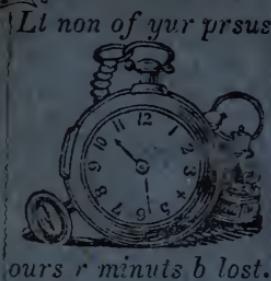
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By Mrs. James W. Stone.

Received Apr. 8, 1870. 4128.18

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